The Unesco Courier

JANUARY 1983 - 6 French francs

A COURSE FOR THE FUTURE

Unesco's action plan for the next 6 years

A time to live...

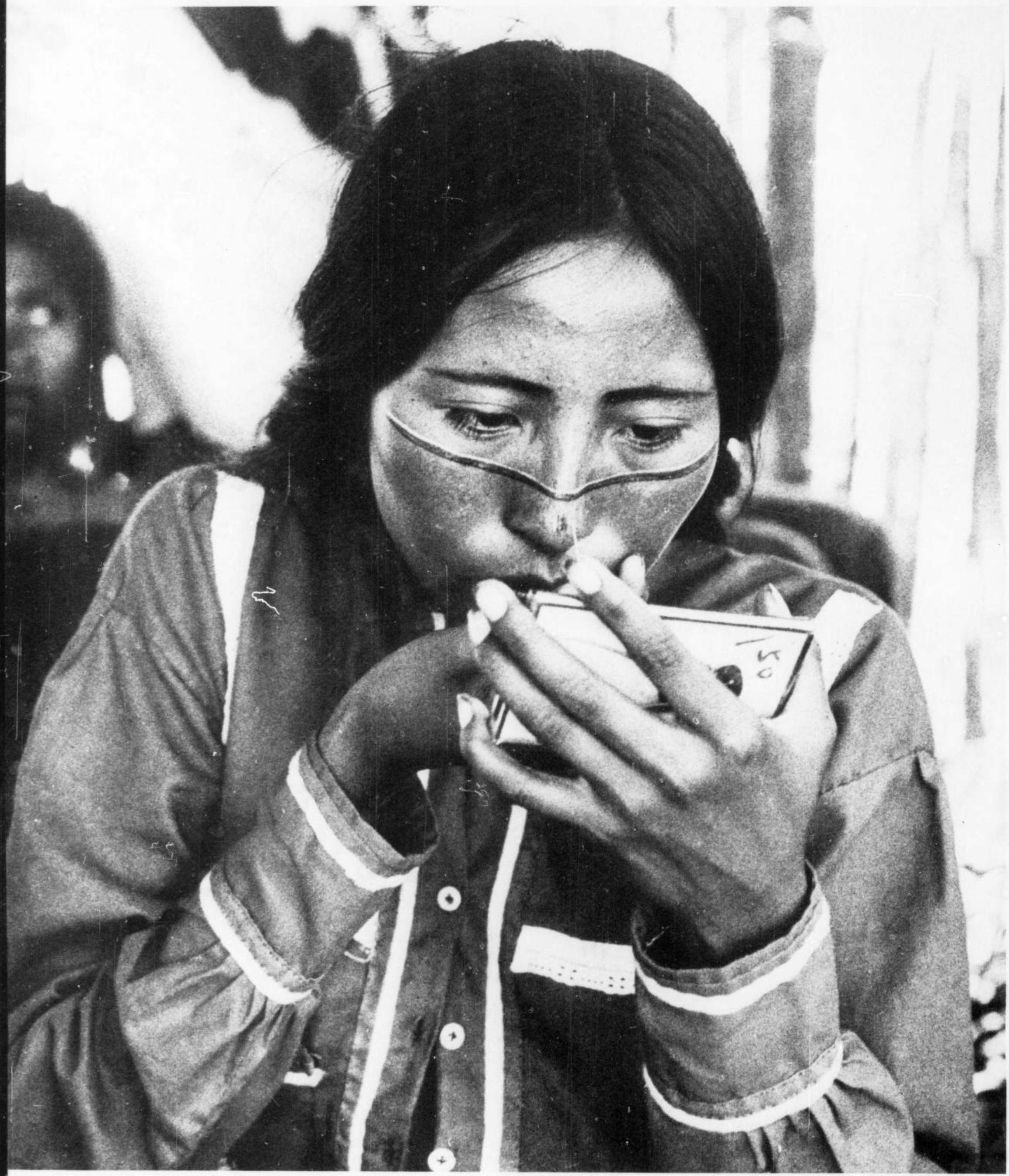

Photo Smith © Rapho, Paris

❾ MEXICO **Seri maiden**

The Seri are a small group of Indians who live on the northwest coast of Mexico not far from Tiburón Island, their spiritual home. Their main occupations are fishing, catching turtles and gathering shellfish. The Seri have successfully preserved ancestral customs and beliefs. Some of the women, who wear long brightly-coloured calico dresses, still paint their faces (above) according to a custom often connected to puberty-rites. The main feature of this facial decoration is a firm line painted in a bright colour across the bridge of the nose from one cheek-bone to the other. Above this line, tiny coloured dots form oval or triangular motifs of great complexity.

The Unesco Courier

A window open on the world

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Editorial

THIS issue of the Unesco Courier *presents in highly condensed form Unesco's Medium-Term Plan for the years from 1984 to 1989. The Plan charts a general course for Unesco in these years and is not a direct and detailed programme of action.*

Prepared on the basis of an analysis of current world problems, the Plan is structured, along intersectoral and hence interdisciplinary lines, around five missions which Unesco has undertaken to accomplish and which are in turn divided into fourteen major programmes.

The 'Medium-Term Plan, the second in Unesco's history, was drawn up by the Director-General, Mr. Amadou-Mahtar M'Bow, after an unprecedented survey carried out among Unesco's 158 Member States and after consultation with all those members of the secretariat who wished to put forward suggestions. It was then discussed and ratified by Unesco's Executive Board, before being amended and unanimously approved by an Extraordinary General Conference convened for this purpose and held at Unesco headquarters from 23 November to 3 December 1982.

On the following pages we present the main thrust of the fourteen major programmes which correspond to the missions Unesco has set out to fulfil.

An introductory article by Mr. M'Bow highlights different aspects of the Plan, a far-reaching document which is of unquestioned importance to anyone wishing to understand the nature of Unesco's aims and activities. A table, printed as a pull-out insert, provides a synthesis of the Plan.

Finally, to illustrate this special issue which will be of interest to all readers who are concerned with the challenges of current and future world problems, we present, among other documents, an evocation of some of Unesco's activities in different parts of the world.

Photo Smith © Rapho, Paris

WHERE THE FUTURE BEGINS

by Amadou-Mahtar M'Bow

Director-General of Unesco

Drawing © Kazumasa Nagai, Tokyo

SINCE Unesco was created thirty-seven years ago as a result of its founders' determination to provide mankind, in the sphere of activities of the mind, with the means for influencing its own future development, the world has changed profoundly. The international community has expanded considerably with the emergence of new nations, and mankind has constantly strengthened its control over the planet and increased its mental and material powers. Scientific and technological advances, the successive stages of which have conspicuously marked development in the last quarter of a century, for instance, enabling man even to explore space, have considerably improved the lives of a certain number of peoples and have now given the whole human race, for the first time in its history, the means of ridding itself of the major concerns that have preoccupied it since the dawn of time—food, health, shelter, protection against natural calamities, security.

The spread of education has given more and more people access to the most varied and advanced forms of knowledge, thus greatly enhancing the capacity for innovation, and hence the well-being of many societies. The achievement of political sovereignty by almost all nations has made possible an extraordinary widening of the scope for human initiative and liberty and has given each of them the opportunity to play an active role in a history that will henceforth be worked out by a collective effort. Exchanges of goods, capital, knowledge and know-how are becoming more and more numerous; intellectual and cultural intermixing proceeds apace; and anxieties, hopes and fears are beginning to converge, transcending the demarcation lines drawn by history or established by geography. As all communities are more and more gathered together within one and the same network of vital relationships and even mutual dependence, the prospect at last gleams ahead of a world community joined in unity of purpose and finally reconciled with itself, where all will be sure of the means to live a better life, unhampered by fear, and where there will be an ever fuller flowering of freedoms and creative faculties.

But entire populations are still living in absolute poverty. Profound inequalities continue to divide peoples and individuals and the pursuit of progress itself frequently gives rise to contradictions, uncertainties and doubts. Disturbing harm is being done to the natural environment. There is mounting tension between countries and within some countries; life in many societies is troubled by violence. Instruments of destruction are being further developed and stockpiled. Nuclear weapons, by their quantity and destructive capacity, are already capable of annihilating all that mankind has constructed through thousands of years of effort, and even mankind itself. Overarming is not only an expression of the mutual distrust which is advanced to justify it; but it accentuates the trend towards division of the world into spheres of influence and leads to military, economic and cultural interference in the lives of others; and it diverts an enormous volume of resources from the satisfaction of societies' urgent needs.

One world

From whatever angle one approaches the major questions which mankind has to answer, one realizes that the future of modern societies will be enacted in a context now expanding to worldwide scale.

As a result, societies which had been able to live in almost total ignorance of each other up to a few decades ago are now in increasingly regular contact. Reciprocal influences are becoming ever more numerous and interdependence is becoming a multidimensional reality. While interdependence is doubtless a source of mutual enrichment, receptivity, initiative and creativity, it also leads to frustrations when accompanied by a deterioration in the lot of some people, a reduction in the scope for manœuvre, increased unpredictability and greater vulnerability.

The image that emerges from any analysis or effort of reflection is therefore that of an increasingly complex world in which sources of friction are on the increase just as the reasons for co-operating and the means for communicating are becoming stronger.

Asymmetries and inequalities

Economic statistics provide blunt evidence of the scale of the disparities between nations and groups of nations. But inequalities also persist within most societies and are in some cases even becoming more pronounced. The prosperity of many industrialized countries may conceal an uneven distribution of income, and some sections of the population in those countries lead a difficult, sometimes even precarious existence. In the Third World, vast populations frequently enjoy none of the benefits of progress and towns and cities—in many cases and at least as regards certain social categories—are like islands of modernity cut off from the hinterland.

The picture of destitution, concentrated for the most part in countries of the Third World is a familiar one. An age-old word—poverty—has today become a central concept of economics. It betokens serious deficiencies in food, housing, health and education and an extremely low income level. Depending on the criteria adopted, it may be reckoned that there are some 800 million people in the world living in a state of absolute poverty (World Bank) or about 1,100 million poor (International Labour Office). Other equally impressive figures have to be taken into account to form a more detailed picture of various categories of unfulfilled needs: 430 million people severely undernourished, 1,000 million badly housed, 1,300 million without adequate access to drinking-water, and, according to statistics established by Unesco, 814 million adult illiterates and 123 million children of school age not attending school.

The international economic system

The present situation is really only the most recent stage in a process that began in the distant past. The rise of certain countries, the creation of vast colonial empires for their benefit and the dawning and development within those same countries of the industrial revolution had the effect of placing them in a position of economic dominance, which has finally reduced many other parts of the world to the state described by the concept of "dependence" set forth in certain economic theories.

Whether politically colonized or not, most "dependent" countries served as reservoirs of raw materials or specially favourable markets for the manufactured goods of the dominant countries. The economies of these countries have thus developed basically under the pressure of demands originating elsewhere rather than in accordance with their own needs.

Even today, with the exception of petroleum, the Third World countries have no control over the prices of the products which constitute the basis of their exports, nor over the prices of products which they must import. Many of them are faced with a steadily deteriorating balance of payments, while their borrowing capacity is shrinking.

Notwithstanding the different constraints to which they are subjected and the specificity of their situations, the development of Third World countries has been conceived, given its basis in theory and directed, in most cases, by reference to the international economic situation which has been imposed on them. Underdevelopment has been interpreted as essentially a time-lag in the various branches of socio-economic activity, as compared with the situation obtaining in the so-called developed countries, while development has been seen as a universal process occurring in all places and at all times in the same sequence of successive "phases". A progression has thus been envisaged, leading necessarily from the traditional, predominantly agricultural society towards "modern" society, frequently described as the "age of consumption", and inevitably involving, sooner or later, an "economic take-off". This seems to have been the premiss, explicit or otherwise, behind the efforts made in the last few decades, an approach which at times failed to perceive the crucial importance of the constraints imposed on the developing countries by the international economic system.

It appears, however, that genuine development has to be elicited from within, willed and conducted by all the vital forces of a nation. Accordingly, it should encompass all aspects of life and involve all the energies of a community within which each individual, each ▶

occupational category and each social group has its part to play in the general effort and its share in the resulting benefits.

Development cannot therefore be considered solely from the standpoint of economic performance and the growth of material goods. No doubt economic growth and the production of material goods will always be vitally important because of the essential contribution they alone can make to the general welfare; but they should serve purposes consciously accepted by all, that enrich everyone's life, increase the creative capacities of the entire population and have their roots in culture, with all that it implies of truth to self and receptivity to progress.

A growing awareness of the importance of the cultural dimension of development thus emerges as one of the salient facts of our time.

Peace and the arms race

The face of war has changed today. The quantity and destructive potential of modern nuclear weapons and of chemical and biological weapons, are such that a conflict between the great powers, in which such weapons would inevitably be used, would result in the destruction of the human race. The feature that makes the present era radically different from previous eras is this capacity of the human race for self-annihilation. It is a state of affairs unique in the history of mankind, and one that must be constantly borne in mind at a time when it is sometimes asserted that with tactical nuclear weapons, a nuclear conflict could remain localized and its consequences be surmounted. In practice there is no guarantee that, once set off, a nuclear conflagration could ever be contained. The after-effects of atomic explosions would be so extensive that there would be a strong likelihood of the threshold being quickly reached where the scale of destruction would prove lethal for the whole of mankind.

It is against this background that the many localized conflicts that have occurred since the end of the Second World War, involving developing countries for the most part and causing the deaths of millions of people, must be set. Several of those conflicts have stemmed from the will of the colonized or formerly colonized peoples to win their independence or to withstand external pressures that imperil their freedom. Others, admittedly, have more complex origins—confrontations within nations or disputes between nations—but all of them are inevitably aggravated, if not brought on, by the antagonisms within the world community.

The arms race, originating in many cases from the will to predominate or from a sense of insecurity which, far from mitigating, it aggravates, accelerates under its own momentum. It has undeniably become a phenomenon which, by virtue of its scale and implications, dominates the international scene. Total military expenditure in 1980 may be estimated at over $500 thousand million—a sheer waste of these colossal resources, it may be said, since they do not enhance the security of those who foot the bill, the balance tending simply to establish itself at an ever higher level.

It should also be pointed out that the arms race at present ties up valuable human resources and, especially, very large numbers of top scientists. If this huge research and development potential were used for purposes of human welfare, considerable progress could be made towards solving some of man's major problems, such as those in the fields of health, education or agricultural production. Quite obviously, such a redeployment has an ethical dimension and is one of the major issues in the current debate on the ultimate purposes of science and technology.

On a more general level, ethical concerns cannot be dissociated from attempts to build peace, which means considerably more than the absence of war. Peace has a positive content, demanding as it does justice in relations between societies and recognition of the equality in dignity of all peoples and all cultures. It is hence more particularly synonymous with respect for fundamental human rights and the freedom of the peoples to make their own decisions.

Human rights

Massive violations of human rights continue; foremost among them, mention must be made of the apartheid regime that still prevails in South Africa, despite repeated condemnations by the international community. That regime continues to institutionalize racism and to deny, by its very existence, the most fundamental principle on which human rights are based: the oneness of the human race and the equal worth of all human beings.

The right of peoples to self-determination is also seriously flouted. Some peoples are still politically subjugated, as a result of long-standing, or in some cases recent, historical circumstances. Many communities are still deprived of the right to an identity.

There are some ten million refugees in the world today; their situation is particularly grave because of the precariousness of their living conditions, the fact of their having been uprooted and the difficulty of finding viable solutions in the prevailing political and economic circumstances.

No less disquieting is the trend with regard to individual freedoms, which are jeopardized in various ways, either by blind terrorism that strikes even at the totally innocent in the name of particular aspirations or principles, or by the established authorities. Authorities in many countries have curbed political liberties and freedom of association and put down opposition movements. In some cases, the law itself is used to redouble the attacks upon human rights, for instance by retroactive, repressive legislation, the widening of the interpretation of national security, or the institutionalization of emergency measures. There is a disquieting tendency to "criminalize" opposition by bringing mere political disagreement within the scope of the penal code. Furthermore, normal legal safeguards are often set aside, with the resultant development of various forms of detention without trial.

No less serious, and perhaps even more serious, is the tendency to adopt, parallel to official and legal repression, procedures beyond the pale of legality and State power, involving undercover operations of kidnapping or murder whose perpetrators enjoy a sort of impunity.

Moreover, although prohibited by legislation in most States, torture and, more generally, humiliating and degrading treatment are still practised. In some places they are inflicted, seemingly on a systematic basis, when suspects are arrested and during their interrogation and detention.

But not even the denunciation of violations of human rights is unaffected by the political rifts in the world. For instance, the very people who habitually express indignation at certain actions tend to minimize others that are equally serious, because the regimes responsible for them share their view of the world or serve their interests. The danger with such attitudes to violations of human rights is that they may lull consciences into acquiescence; they must be countered by an unconditional insistence on respect for human rights, irrespective of the political judgements that may be passed on particular situations. Individual freedoms and the freedom of peoples are two sides of the same coin. These problems, like those of development and peace, concern each human being and the entire human race.

The environment and natural resources

There is another area in which complex networks of interactions now appear to bind the fate of the individual inextricably to the collective future of mankind: this is the relationship between man and nature. Attention is now also focused, as the result of a new awareness which has become especially marked over recent decades, on the pressure that man's activities, based on technological advance, exert on the environment, either through the unchecked eating-up of resources and of space, or through the production of wastes that the natural environment can no longer absorb without suffering far-reaching effects. The major risks emerging in the relationship between man and nature are the exhaustion or scarcity of certain non-renewable resources essential for human activities and irreversible damage that might jeopardize the balance of the biosphere.

These concerns must be seen in the context of problems of society and development which are of decisive importance as regards the environment. Underlying all these problems, in fact, are the forms of production and consumption of the industrial societies. In the purely technical and economic logic of industrialization as it has generally been conceived, the environment and natural resources are treated simply as instruments serving economic growth. The pursuit of quick and high returns means that the cost of environmental damage is overlooked. Society as a whole, considered either nationally or internationally, then has to bear costs which are entirely neglected in any economic reckoning. This type of behaviour, which leads to unrestrained and what might fairly be termed unscrupulous exploitation of natural resources, gives rise to serious damage. In many Third World countries, it entails an overworking of natural resources that is detrimental in the long term, whether they be living resources, like forests and fish stocks, or mineral resources occurring in finite quantities.

But situations of underdevelopment, in themselves, also have unfortunate implications for the environment. Poverty leads to over-use or irrational use of the productive capacities of ecosystems, of soil, water and wood. It also leads to uncontrolled extension of urbanization, which has today become a major problem in many countries.

Environmental problems can never be considered apart from the present forms of the international division of labour and the constraints imposed by the international economic system. Control by the developing countries over their own natural resources is, incidentally one of the main lines of emphasis in efforts to bring about a new international economic order.

But this objective cannot be dissociated from the idea of a global environmental ethic based on wise use of the resources that the planet offers to men and that human ingenuity succeeds in discovering and turning to account.

Such an aim may in the long term imply changes in the manner in which resources are used in most countries of the world, eventually involving far-reaching changes in behaviour and recognition of the primacy of such values as solidarity and equity, in application not merely to people alive today but to those who will come after us, as opposed to behaviour guided solely by immediate self-interest.

Communication between people and between cultures

Recent developments have made the world more and more one as regards communication and exchanges between people and between cultures. Countless communication networks have grown up as production, management and organization technologies have spread throughout the world, with the intensive circulation of products and people, the rapid strides made by telecommunications and data processing, and the huge increase in the volume of messages put out all over the world by the mass media.

These technologies are playing a part in transforming societies and causing them to move towards ever greater complexity. Communication and information may in fact be regarded as the nervous system of contemporary societies: they are essential to their activities, particularly in economic matters, and play an essential part in financial transactions and banking and in the development of trade, of land, sea and air transport, of health or public administration systems, and of military systems. Any political power is of necessity placed at the centre of a complex communication and information system, since decision-making increasingly necessitates consideration of more and more constantly changing items of information, and since, furthermore, any policy needs to be explained and commented on if it is to gain acceptance. Some people consequently consider that tomorrow's economy will be one based mainly on information, and that information is in the process of becoming the key resource marked out for a major role still more decisive than that of raw materials and energy.

This makes the very great disparities in the different countries' situations as regards their communication and information capacity all the more serious. The least well equipped countries, especially the developing countries, are deprived of some of the most effective means of controlling the various aspects of the development process. The development of communication and information in the developing countries, which is generally recognized to be necessary by the international community today, is therefore a prime prerequisite for the advent of a world of greater equity and solidarity and for the free development of democracy within the various societies. If they were better able to communicate and to acquire and impart information, the developing countries could not only make their voices heard more effectively in international affairs but could also make more progress in education—particularly in the struggle against illiteracy—and could develop their scientific and technological potential, improve their health systems, promote rural development, and be in a better position to deal with natural disasters. Communication and information can also help those countries, and indeed all others, to consolidate national unity, preserve their cultural identity and make provision for greater participation by the public in the changes currently taking place.

It seems essential, therefore, to do away with the obstacles that prevent people and nations from gaining access to all sources of information and from directly expressing their own points of view, as also to avoid the distortions which compromise the dignity and independence of peoples. In this context, it is clearly important to foster the development of all forms of communication and information in all countries, and particularly in the developing countries, and to encourage efforts to discover and apply innovations which will allow of readier adaptation of structures and content for the purposes of different categories of users, the compiling of information with broader participation by the public, and greater diversification in cultural expression.

Science, technology and society

Existing modern technologies already confer enormous powers upon man, and their potential is such that many of the problems confronting human societies could be solved if they were ▶

▶systematically employed. The prospects opened up by modern science are therefore full of new promise.

To obtain a clearer picture of these prospects, it is important to note that very profound upheavals have reshaped the map of the scientific world and the relations between the various sciences. This development and its practical implications are bound to exert a strong influence on scientific and technological strategies. A new configuration of fields of knowledge could be said to be forming, in which the branches of the future appear to be biology, data processing, systems theory and the communication and information sciences. We are thus witnessing nothing less than a scientific and technological revolution, which seems capable of transforming not only methods of production and patterns of consumption but mentalities and social practices as well. It is even tending to efface, to some extent at least, the old-established demarcation lines between the natural sciences and the social and human sciences. We are perhaps living in an era in which cross-over points are emerging between the major fields of human creativity: among the various scientific disciplines and between them and culture.

Although considerable efforts have been made, much more remains to be done in order to find appropriate solutions to the problems of energy supply, food, housing, transport, leisure or the management of the environment still encountered in all societies in different forms and degrees. The bulk of scientific and technological potential is still concentrated in a limited number of countries which alone possess the means for conducting research in certain fields, especially the advanced fields, and therefore hold the keys, so to speak, to the major advances of the future. Moreover, the lines of emphasis in research and the choice of fields in which it is applied are determined primarily by the needs and problems of the countries that are already best provided for—which adds to their accumulated wealth of scientific and technological knowledge, while the existing stock of knowledge and know-how is still inaccessible to most developing countries.

Science must be used to increase the well-being of all peoples. This presupposes a freer and more intensive flow of information and knowledge concerning both science and technology, a worldwide concerted effort to make scientific research more relevant to the needs of the whole of mankind, and to ensure in all countries, the developing countries in particular, their own development of science and technology. On this last point, it should be stressed that scientific and technological development must come about as a result of a set of complex interactions between the need for scientific and technological solutions to economic and social problems, on the one hand, and, on the other, efforts to train researchers and specialists and to organize scientific research and experimental development programmes.

Cultural identity

The need to rethink development, and to invent new strategies to take account of what is distinctive in each nation's way of life and culture and to call into play the enterprise of all the individuals and groups that go to make it up, is becoming all the more urgent today because of the tendency towards uniformity that is developing and, in many countries and among many sections of the population, impinging upon life-styles and modes of thought and on the organization of the social, individual and family environment. This tendency results less from a convergence of the different values of civilization than from the predominance of certain centres propagating the knowledge, know-how and social usages specific to the best endowed societies. The very fact of the growing oneness of the world in economic, social and cultural matters is bringing certain needs and aspirations to the fore, in more and more environments and within various societies, and causing them all to follow the same model, based on goods and services produced and distributed throughout the world. In every area of life—from food to clothing, from transport to leisure—the same patterns of consumption are tending to spread. This tendency is enhanced by the media and the cultural industries which are extending it into cultures, ideas and ways of seeing or depicting the world.

This logic of growing uniformity favours certain lines in the pursuit of knowledge to the detriment of other forms; it imposes certain aesthetic or ethical values; it stimulates the growth of certain areas of activity, encourages certain talents and modes of feeling—and ignores others. Whole sectors of creativity are thus repressed, societies mutilated in their individuality and their distinctive structure. Carried to the extreme, this logic could lead to mankind's becoming ossified, since diversity, if accepted on a footing of complete equality, is indeed an essential and fertile source of vitality alike for individual societies and for the whole world.

The growing homogeneity that world uniformity based on a single model would produce could well leave all humankind bereft of the means to face unknown or new dangers. Who can say whether a given culture or a given genetic feature, now lost beneath the ruins of traditional societies, may not have been an integral part of a heritage and perhaps essential to the further progress of humanity? Nor can we rule out the possibility that one day the global technological society might perish from entropy, for lack of a sufficient differentiation between cultures.

These would appear to be the historical implications—in reaction to the growing globalization of fundamental social processes and the pressures towards uniformity brought to bear on the individual or collective mentality—of the reawakening of specificities, which is the manifestation of a now overriding demand, that of identity, which can be seen everywhere in the world and which in some countries links up with the efforts successfully carried out or more recently undertaken to enhance the status of the national culture.

In this respect, it is significant that the demand for cultural identity, first voiced in certain parts of Europe in the nineteenth century and which crystallized the aspirations of the young nations formerly under colonial rule—for whom the conquest or reconquest of their mutilated past represented the most precious achievement in the struggle for independence—should now be raised again in the industrialized societies, where the need to preserve or to revitalize regional or ethnic identities is increasingly felt. In all regions, cultural identity appears now as one of the chief driving forces of history, representing neither a fossilized heritage nor a mere collection of traditions, but an internal dynamic, a process whereby a society continually creates itself, nourished by internal diversities consciously and voluntarily accepted, and welcoming, assimilating and if necessary transforming contributions received from elsewhere.

Far from coinciding with withdrawal into an immutable, self-enclosed past, it promotes a lively, original and constantly renewed synthesis. Identity thus appears increasingly to be the *sine qua non* of progress for individuals, groups and nations, for it is the force that animates and underpins the collective will, that gathers to itself the internal resources for action, and that turns necessary change into creative adaptation. More and more linguistic, religious, cultural and occupational groups are accordingly asserting their individuality and strengthening their internal bonds. The protection of their specific identities seems to be the first step towards the

regaining of their creative faculties, their inventiveness and ability to participate in a world that has tended to efface them. It should in no way be interpreted as a mere revitalization of former values, but betokens chiefly a search for new cultural designs whereby to carry on from rehabilitation of the past by an awareness of increased responsibility for the future.

Uncertainties and the renewal of values

While it is now clearly appreciated that economics cannot be the only criterion in development, that other objectives must be defined and that new methods, modelled more closely on the requirements and aspirations of the community must be invented, the striking feature of many contemporary societies is extreme diversity in the behaviour, demands and aspirations of individuals and groups, and the juxtaposition, at times, of different scales of values. This diversification in systems of standards is no doubt connected with the development of societies and changes within them but it is also connected, in part, with the increasing flow of goods, services, technologies and messages from one part of the world to another.

In most countries of the Third World, a host of needs and new motivations are appearing, based on the systems of standards and values specific to certain industrialized societies. The combination of new aspirations and traditional loyalties produces divided values in certain regions, within certain families and even in the hearts of more and more individuals. The sharp division between modernity and the underlying cultures appears in many countries to be opening a gulf between those who have integrated into the new world and those to whom it remains foreign, thus aggravating the polarization between groups, between town and country and between the industrialized and rural sectors.

In the past few years, however, there have in a number of countries been attempts to rebuild society on the basis of a revival of its most deeply rooted cultural values. It is this aspiration that is imparting fresh impetus to the spiritual, religious or mystic movements through which part of the population in those countries is seeking to re-establish links with an ethic of solidarity and mutual assistance. It is this, too, that is inspiring certain peoples with the determination to build their own version of modernism, by reinterpreting tradition so as to identify its creative features. This ambition calls for an endeavour to renovate social standards and practices by drawing on those cultural traditions and traditions of work, and aesthetic or moral values, that will enable the society to make room for progress without self-betrayal, and by rejecting all those traditions and values that would shut it into a past offering no way forward.

Questionings and new approaches are also appearing, for different reasons and in other forms, in a number of industrialized societies where more and more groups, particularly among the young, are tending to adopt new attitudes towards income and social success, work and leisure, and the man-made and natural environments. New aspirations are emerging and giving rise to a greater demand for decentralization and participation; to an attempt to find a new, settled place in small communities, whether geographical, professional, religious or linguistic; to a lesser emphasis on order and even on economic security, and to a desire for emancipation *vis-à-vis* anything that may have a centralizing function. Are these changes the forerunners of an imminent transformation in the axiological systems of certain industrialized societies? It is difficult to assess either their scope or their precise significance because of the extreme diversity of the attitudes involved, their uncertain and often ambiguous or contradictory nature, and the heterogeneity of the aspirations they reveal.

In some countries social movements of a new kind are emerging, bringing into the political arena and the sphere of collective action matters hitherto regarded as strictly private, like birth, old age, housing, environment and communication. Associations that cut across the usual social barriers are being set up—women's groups or clubs for "senior citizens", neighbourhood co-operatives, consumer or user associations, and groups getting together for leisure activities or work—which are experimenting with novel types of cultural activity and often introducing new relationships between the economic and political spheres. As a result, new issues now have their spokesmen in society, while cultural production is linked once more with social production as in the past.

All these ventures show that people are radically challenging the established order and exploring new avenues in a great variety of ways, which may denote a revival of social creativity.

Between breakdown and renewal, therefore, a fundamental challenge arises and will no doubt face a large number of societies and the international community itself in the coming years: how, with the growing complexity of forms of organization and production systems, to reconcile the demand for the cohesion and effectiveness needed both nationally and internationally for action to promote development with the demands for a share in initiative and creativity that are often voiced? The movement towards a diversification of systems of references, in reaction against the trend towards uniformity and conditioning, is undoubtedly indicative of the intrinsic vitality of contemporary cultures. It may herald a regeneration, on condition however that more appropriate forms of communication and exchange are established, within a context of greater justice, among societies and within those very societies, among social groups separated by their differing loyalties and aims, and among nations which must arrive at mutual understanding and reach agreement on the co-operative actions which are called for and indeed demanded by the world today.

■ Amadou-Mahtar M'Bow

Photo Michel Claude. Unesco

The Fourth Extraordinary Session of the General Conference of Unesco, at which the Organization's Medium-Term Plan for the period 1984 to 1989 was unanimously approved, was held in Paris from 23 November to 3 December 1982.

In an effort of joint reflection, one hundred and five Member States, nineteen intergovernmental organizations, and eighty-three non-governmental organizations have set forth considerations on the problems currently facing humanity, couched in different terms but also revealing a remarkable convergence. Thus Unesco's programmes are indebted to the overall thrust of these contributions; a diversity of viewpoints set in a unifying framework has dictated the fourteen major programmes that define Unesco's action.

I. World problems: Reflection and future-oriented studies

THE purpose of this major programme is to strengthen Unesco's role as a "think tank" which collects, analyses and compares reflections and studies carried out in the different regions and which concern the situation in the world today, the trends emerging in all fields that affect the lives of peoples, their progress and their co-operation—in a word, the destiny of mankind. The spirit in which this work will be carried out will be one of rigorous independence from any partisan position but also of a will to make room for the diversity of intellectual currents, for the sensibilities specific to different cultures and for ideas from the most varied horizons, while drawing inspiration from a vision centring on Unesco's lofty ideals.

It consists of two sections: the first involves the analysis of work already completed outside the Organization on the study of the general situation at present and of prospects for the future and methodological works aimed at identifying the place of educational, scientific, cultural, communication and information factors in the overall analysis of world problems. The second section is devoted to an international future-oriented study which should constitute an original contribution by Unesco to international future-oriented reflection. Special emphasis will be placed on the cultural dimension of future developments, taking account of different cultures' particular viewpoints.

It seems more than ever necessary that all communities and their individual members should become fully aware of the implications for the future of decisions adopted today. This would make it easier to take preventive action in all fields so as to be forearmed against any future intensification of existing problems and to take steps in good time to avoid any exacerbation of impending difficulties. Of course, a large number of future-oriented studies are being conducted throughout the world, but they are often prompted by specific considerations relating to only one sector of community life or by a concern to help formulate the strategies, chiefly in the economic field, of a particular State or group of States. There seems to be a paramount need for an approach that transcends sectoral or regional considerations and makes full allowance for the social and cultural dimensions of problems.

In implementing this major programme, much will depend on the contribution of the social and human sciences and of philosophical reflection: the latter is very likely to find its main field of application at Unesco in this area in the next few years.

II. Education for all

IN spite of a decrease in the world illiteracy rate, the absolute number of adult illiterates is still growing, notably because of the population increase. There were 760 million illiterates in 1970, 814 million in 1980 and, if present trends continue, there will be 900 million illiterates towards the end of the century. Illiteracy can thus be regarded as a major challenge to the international community.

But the democratization of education is not simply a matter of quantity. The aim must be to ensure "equal opportunity for all" by giving the "best opportunities to each".

The extension of education

One of Unesco's main priorities in its action over the next ten years will be to foster the development and renewal of primary education, coupled with literacy training for adults. This should be intensified and closely associated with formal education, which retains all its importance. However, there is often a need for it to be better adapted to local requirements so as to avoid any break with the rural world.

The aim will be at one and the same time to develop educational facilities in the most deprived areas, to mobilize all available resources, to stimulate the effective co-operation of the whole community and to promote innovative approaches. Special importance will be attached to the training of personnel able to teach children, to run adult literacy programmes and to promote innovative activities aimed at facilitating the entry of young people who have left school into the world of work.

The democratization of education

The second plank in the strategy will be to place the principles of equity and justice at the very core of educational action. The Organization will continue to fight against all forms of discrimination in education and to assist in promoting measures to enable the most disadvantaged social groups to exercise their right to education.

The democratization of education appears to be inseparable from lifelong education. This implies the broadening of educational possibilities to be made available at every stage of life to those who have not had access to the school and university system and who wish to complete their education.

In the context of lifelong education, adult education takes on a new importance as a means of achieving both personal fulfilment and vocational recycling. Special attention will be paid to increasing adults' job mobility, in particular through co-operation between adult education bodies and workers' and employers' organizations. Furthermore, one of the most important tasks of adult education is to prepare adults for the exercise of their civic responsibilities and the management of community affairs, making use of the educative support of the means of communication.

Not only does lifelong education imply educative activities for the elderly, it also involves the development of pre-school education which, among other things, enables compensation to be made for certain socio-economic and socio-cultural disadvantages.

The education of women

Girls and women are still in the minority in education in many countries and the proportion of girls and women tends to decrease progressively as the level of education rises.

One of the most urgent problems, however, is still that of illiteracy among women (in 1980 33.9 per cent of women aged 15 years and over were illiterate, as against 23.3 per cent of men) which may have particularly harmful effects on the future of the younger generations.

Here Unesco's activities, carried out on a broad interdisciplinary basis, will draw on the social and human sciences in order to demonstrate the economic, social or cultural factors which, in different contexts, impede the access of girls and women to, and their participation in, education. It will also aim to highlight the effects, on education itself, of the relatively large proportion of women in the teaching profession.

Unesco will co-operate with Member States in order to assist them in framing policies to reduce the number of illiterate women. Assistance will be provided for the improvement of national educational and vocational guidance services as part of the programme to promote equal access for girls and women to scientific studies at all levels of technical and vocational education. ▶

The villagers of Ban Nong Pai in north-east Thailand voluntarily gave their time to build this experimental child care centre. The basic design was prepared by Unesco but modified by the villagers to make the best use of locally available materials. UNICEF helped with the purchase of materials the villagers could not obtain themselves.

Photo John Beynon, Unesco, ROEAP, Bangkok

Education in rural areas

In many countries, most people live in the rural areas. Here the problem is to increase the number of schools and universities established in rural areas and to improve the quality of rural educational services. In rural zones, schools and universities are often too distant from the homes of children and young people, many schools do not offer a complete educational cycle, many teachers have only meagre qualifications and school buildings and materials are often inadequate. The task is to ensure an improved contribution of education to the development of rural areas and to increase its relevance to the needs of local populations, whilst avoiding any division between "urban education" and "rural education".

The handicapped, refugees, migrants

Unesco's aim will be to help certain groups to overcome the obstacles which prevent them from exercising their right to education to the full. Action will stress measures to detect and prevent handicaps and will pay special attention to educating the parents of disabled children, informing the public of the problems raised for individuals and societies by the integration of disabled persons and of the solutions that have been found to these problems, and applying special educational methods adapted to specific needs.

There are ten million refugees in the world, of whom five million are in Africa. Unesco will continue to co-operate with UNRWA on the education programme for Palestine Refugees in the Near East. It will provide technical support for the HCR's (United Nations High Commissioner for Refugees) educational activities for refugees and will encourage the governments of host countries to introduce special curricula for refugees into their education system. Unesco's educational assistance to national liberation movements will be expanded and focused above all on making the right to education a reality.

A major problem is that of migrant workers and their families. Action will be concerned with adapting second-generation migrants to the living conditions of the host country—chiefly by helping them to obtain a command of the language—and preparing them to integrate subsequently in their home countries. Special attention will be given to the teaching of the mother tongue, and to the mutual recognition of degrees and diplomas. Other activities will seek to provide immigrant children with special instruction to keep them in touch with the cultural values of their countries of origin.

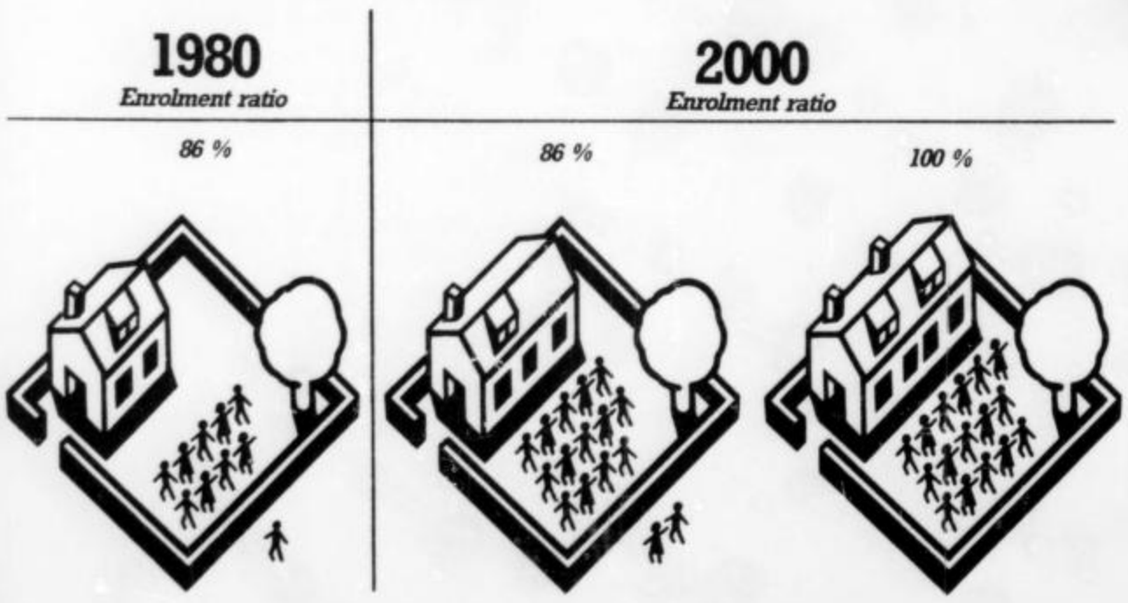
Photo S. Dreyfus, Unesco

In 1978, after the liberation struggle, 52 per cent of the adult population of Nicaragua was illiterate. In 1980, aided by Unesco and the international community, the Nicaraguan Government launched a national literacy campaign, mobilizing some 270,000 volunteers to form the People's Literacy Army. Within six months more than 400,000 people had been taught to read and write and the illiteracy rate had been reduced to 13 per cent. Above, a team of literacy teachers in Nicaragua.

Unesco co-operates with UNRWA (the United Nations Relief and Works Agency for Palestine Refugees in the Near East) in providing educational services for Palestinian refugees in the Near East. Right, lessons begin again in a school in Chatila camp, Lebanon, after the massacres which horrified the world.

Photo UNRWA

A remarkable effort has been made in the developing countries over the past two decades to increase enrolment in school. At the primary level, the enrolment ratio increased from 61 per cent in 1960 to 86 per cent in 1980. But soaring populations have compounded the difficulties. As the drawings, below, illustrate graphically, to maintain an enrolment ratio of 86 per cent in the year 2000 the numbers actually enrolled would have to increase by some 50 per cent, and by 75 per cent if a 100 per cent enrolment ratio was to be achieved.



Drawing Louis Briat, © Unesco Courier

III. Communication in the service of man

COMMUNICATION is increasingly tending to become a complex system of signalling and conditioning that strengthens the power of the major organizations both public and private, national and international. These organizations have far greater opportunities to exert their influence and to take action than do individuals and groups who possess only piecemeal information. This is a source of considerable cultural power, which, it may be anticipated, might even eventually exercise control over both the political and the economic forces. The consequences may be all the more serious for the freedom of individuals and the life of societies, and for the relationships between them, in that information and the media by which it is transmitted through public, private and/or commercial bodies can be manipulated in a number of ways. Information can be used to perpetuate preconceived ideas, to reinforce ignorance and contempt—even intolerance—for others, just as it can be a fertile source of mutual understanding and respect.

Obviously, it is not Unesco's business to dictate to the media what they are to transmit, but it is entitled to stimulate and encourage the use of the media to promote development in education, science and culture.

Studies on communication

In view of the speed of technological change, continuing research is called for into the socio-cultural, economic and juridical aspects of communication, as well as its future. This research will be carried out in accordance with three guidelines.

The first *(Development of research)* aims to strengthen national and regional institutions, facilitate the dissemination of results, improve the methodology of studies and make them more comparable, and increase facilities for the training, further training and exchange of researchers. Studies will also be undertaken on the nature and characteristics of the "information society" which is gradually emerging, and of its political, economic and social implications.

The second consists of investigating in depth the idea of *the right to communicate*, for both the individual and the community, and its various components (the right to be informed, the right to inform, the right to privacy, the right of access to administrative documents); promoting free access to information sources and participation by the public in decision-making concerning communication; studying the operation of mechanisms for the production and dissemination of messages.

The third is designed to contribute towards preparing and improving planning and programming methods which can be applied to the development of communication, taking into account the diversity of cultural environments and socio-economic systems.

Free and balanced information

Freedom of information includes the freedom of individuals and groups to organize the collection, flow and dissemination of news, ideas and programmes, and to participate therein as well as freedom of access to all means of communication and all the various official and unofficial sources of news and programmes. The exercise of this freedom still encounters numerous obstacles of all sorts throughout the world—political, legal, economic, financial and technical including all forms of censorship and self-censorship—which hinder the endogenous and pluralist production of books, newspapers, news and programmes, curb their free flow and restrict the growth and diversification of exchanges.

However, freedom implies a heavy responsibility on the part of communicators, be these individuals or public or private corporate bodies. All those involved in communication and information—journalists, press agencies, book, newspaper and magazine publishers, mass media proprietors, manufacturers of audio-visual materials, radio and television organizations—have a duty of truthfulness, accuracy and fairmindedness towards the community. The special situation enjoyed by communicators calls for professional integrity and a conscientious and ethical approach to one's work, which also guarantee the protection of individuals and the public. The mass media could make an important contribution in scrutinizing all actions which might lead to abuses of power.

The communication media are incomparable instruments for achieving respect for both individual and collective human rights. The media can defend principles and bring to light violations, as impartially as possible, wherever they occur.

Three programmes of action are envisaged for a free flow and a wider and better balanced dissemination of information.

The first sets out to identify and gain a fuller understanding of the nature of the obstacles to the international flow and to suggest the means of reducing or overcoming them, particularly by studying professional practices in the book industry, the press, news broadcasting services, radio and television organizations, and the cinema industry, etc.

The second concerns the public and private mechanisms for the exchange of books, news and programmes at national, regional and world levels. It is designed to stimulate the creation and building-up of public or private press agencies, to improve the efficiency of systems for the gathering and distribution of news, as well as that of regional news exchange networks, and to foster the local production of books, newspapers, radio and television programmes and films, particularly in developing countries, in order to reduce the existing disparities in the capacity to produce, process and disseminate information.

A third thrust is designed to encourage the contribution of the media to ensuring mutual respect, international understanding and peace, and to the solution of major world problems on the part of those in charge of communication by means of action designed to develop awareness among those who influence public opinion.

The development of communication

Political determination is indispensable to enable every form of communication to play its full role at national, regional and world levels, ranging from traditional interpersonal forms to the most modern examples, and to strengthen endogenous capability, particularly in the developing countries, and, at the same time, promote their self-reliance so that the disparities that exist between the different countries and regions in this domain will be gradually eliminated.

Seven action programmes:

The first provides for co-operation with States and organizations responsible for communication in formulating national communication development policies in respect of the infrastructures—equipment and personnel—to be set up and training activities for such staff.

The second covers co-operation with States and organizations responsible for communication in the choice and acquisition of equipment corresponding to the needs of the population and the different media in each country or region; and in seeking technologies in keeping with the conditions obtaining in these countries, and in the local development and production of the corresponding equipment.

The third *(Training and further training of communication specialists and technicians)* provides for co-operation with Member States, other organizations in the United Nations system and international governmental and non-governmental organizations of world or regional scope, with a view to strengthening—at national, regional and world levels—the ▶

The world and the media

The huge disparities that exist at international level in the production and circulation of messages and programmes is today a recognized fact. In 1978, the developing countries, representing 70 per cent of the world's population, commanded only a small fraction of the media of communication: 22 per cent of book titles published, 17 per cent of total newspaper circulation, 9 per cent of newsprint consumption, 27 per cent of radio transmitters, 18 per cent of radio receivers, 5 per cent of television transmitters and 12 per cent of television receivers. The figures in terms of number of inhabitants were the following:

	DEVELOPING COUNTRIES	INDUSTRIALIZED COUNTRIES
Newspapers	36 copies per 1,000 inhabitants	321 copies per 1,000 inhabitants
Paper	1.2 kg per inhabitant	18.2 kg per inhabitant
Book titles	37 per million inhabitants	450 per million inhabitants
Cinema seats	11 per 1,000 inhabitants	63 per 1,000 inhabitants
Radio sets	89 per 1,000 inhabitants	762 per 1,000 inhabitants
TV sets	24 per 1,000 inhabitants	322 per 1,000 inhabitants

Far from diminishing, these disparities, which also affect certain industrialized countries, have on the contrary been constantly increasing as technology has developed. Disparities between rural and urban areas are also particularly marked throughout the world.

Above, woman worker in a printing plant producing literacy teaching materials in Addis Ababa (Ethiopia).

Photo D. Roger, Unesco

Left, young pupils in a primary school established by Unesco near Kabul (Afghanistan). Unesco's Medium-Term Plan provides for a programme to promote books and encourage reading in all societies. Special attention will be given to material which may be used in literacy and post-literacy teaching.

Photo H. Fehl, Unesco

▶ structures and methods of initial preparation, general training and further professional training of communication personnel at all levels (managers, directors and producers of film, radio and television programmes, editors and journalists working for the press, press agencies and broadcasting, publishers, booksellers, graphic artists and personnel connected with book manufacturing, engineers and technicians working for the various media, maintenance personnel, archivists, documentalists, printers, etc.), bearing in mind the requirements created by the increasing specialization entailed by technical progress and the need to increase the proportion of women among communication personnel.

The fourth seeks to establish or strengthen endogenous capacity for the production of printed materials, news and programmes in all media, in order: to increase the self-reliance of the developing countries in this domain by encouraging the implantation of local cultural and communication industries; to facilitate the establishment of appropriate structures for lifelong education and distance education, which are essential in ensuring the general provision of primary education and the eradication of illiteracy; to contribute to the dissemination of culture, the assertion of cultural identity and to cultural development in general; and to use communication resources for the popularization or science.

The fifth *(Action to promote books and reading)* consists in promoting books and encouraging reading in all societies. Special attention will be given to works which may be of use for literacy and post-literacy work. A further aim is to encourage the international dissemination of books, emphasis being placed on their circulation within and between developing regions and on their flow from such regions to the industrialized countries.

The sixth *(Action to promote the cinema and the audio-visual media)* seeks to promote the development of the cinema, photography and television in each country, in particular for the purposes of formal and non-formal education, conservation of the cultural, physical and non-physical heritage, mutual knowledge of cultures, artistic creation and the popularization of science. The action involved, which will consist in encouraging the manufacture of sound and image recording media, the training of producers, the production of films and programmes, and the development of the photographic heritage, will further aim to encourage the preservation and conservation of photographs, films and other audio-visual media, particularly those of special cultural and historical significance.

The seventh *(Education of Users)* seeks to encourage the drawing up, experimentation and implementation of programmes providing education in communication designed to foster an independent approach in the acquisition of information and knowledge, to develop a critical mind and to familiarize the various categories of users, especially young people, with the ways in which the means of communication are organized and used.

Developed along these lines, this major programme seems to constitute the conceptual framework which should make it possible to lay the foundations and to seek those principles on which, in accordance with an evolutive principle, a new world information and communication order could gradually be brought into being, an order such as would ensure that all—individuals, groups and nations—might engage in free, reciprocal and balanced communication.

Photo Unesco, ROEAP, Bangkok

IV. The formulation and application of educational policies

THE rapid pace of social change and progress in knowledge and its applications, together with the development of the means of communication, have of necessity led to more dynamic development and an increased capacity for innovation in education systems. At the same time, the importance of the role of education and the complexity of educational problems have prompted more systematic efforts to devise and clarify education policies.

To enable education to fulfil its role, Unesco will promote the elaboration of education policies and the conditions necessary for their implementation with regard to the planning and management of education, the renewal of content and methods, the training of education personnel and of the infrastructures of educational systems.

Decisions entailed in the formulation and application of education policies are taken more and more often in the light of experience acquired in the educational sciences and in the related social and human sciences such as psychology, sociology, linguistics and socio-linguistics and educational economics, physiology, biology, dietetics, ergonomics and the information and communication sciences. Educational personnel can derive valuable assistance from the means of communication, data processing and the whole range of audio-visual media which help them to renew their methods and evaluate their work.

Special prominence is given for the first time to developing the education sciences—it being considered vital to strengthen and broaden education research if the renewal of the education process is to be undertaken on a sound basis.

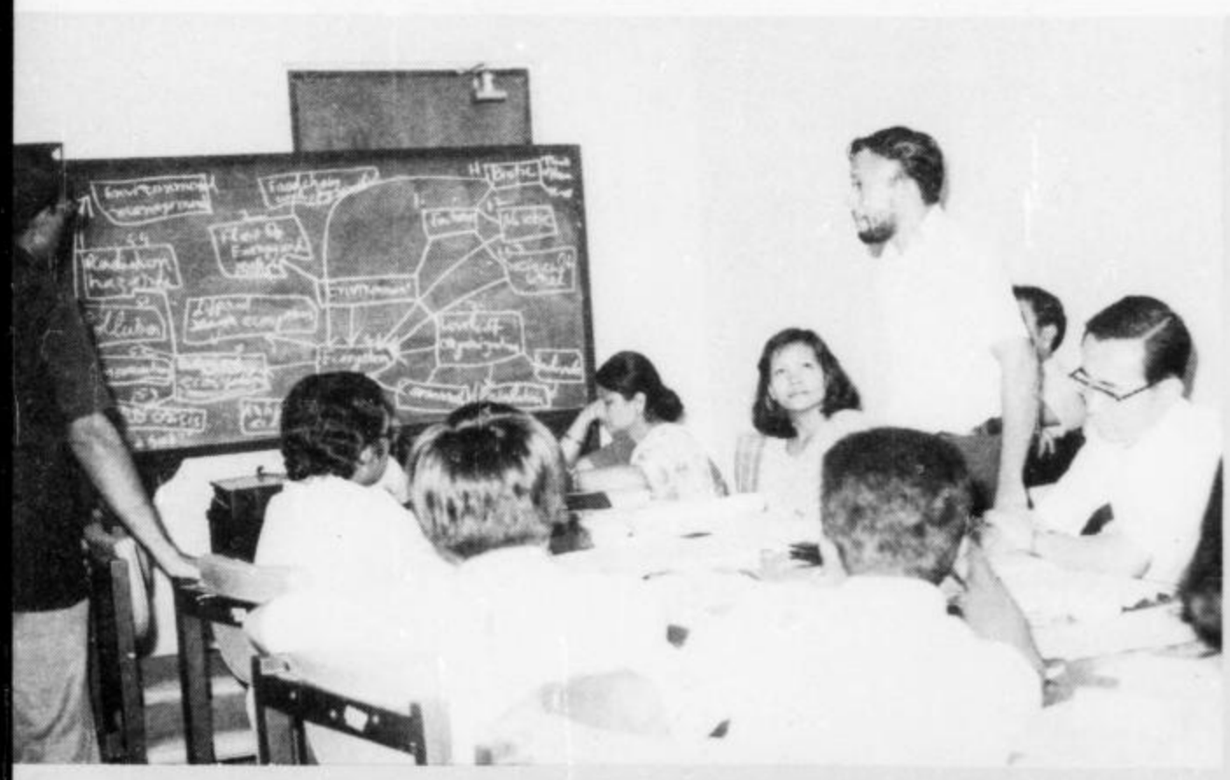
A wide dissemination of the studies and the findings of research, of experiments and innovations is therefore of vital importance to teachers, specialists in the design of curricula and researchers, as well as those responsible for educational policies, the planning, management and development of education as an aid to the decision-making process.

The various goals assigned to education, in its twofold function of ensuring continuity and of creating receptivity to change, are reflected, as regards the content of education, in a large number of sometimes heterogeneous demands and pose sensitive problems of priority, selection, organization and balance in content. Indeed, the provision of education which is adapted to the human and natural environment, the psychology of the child or adult, to the state of knowledge and the needs of society, is one of the most difficult of tasks.

A growing disparity is often to be found between the current state of knowledge and values and the content of curricula, which need to be updated regularly if education is not to become marred by irrelevance or to be in danger of causing disaffection or meeting with indifference among students. The emergence of new fields of knowledge and activity often leads to the addition of new subjects to those included in the curricula. Education, however, cannot be divorced from the environmental context; it is important, therefore, to see to it that education ensures the transmission and development of indigenous values while being a means of creating receptivity to other cultures.

In the near future, the proliferation of computers and the increased use of cable television, information technology and communication satellites will make existing problems even more acute—such problems as the value of the contribution made by these technologies to the educational process, their harnessing for teaching purposes, the role of the teacher in relation to the instruments which science has put at his disposal and of which he now has to master the use, thus learning to enter a new world. Preparing teachers for this new responsibility is one of the features of the in-service training which is now added to pre-service training in order that they may be equal to their ever more complex and numerous duties.

To make education a continuous and coherent process which preserves its specific features while renewing itself in rhythm with changes in the social environment and the progress of knowledge, such is the challenge facing all who, in various capacities, are responsible for education, provide it or help to promote its development.



A discussion group at a regional workshop held in the Philippines in August-September 1980 to review the state of biology education in Asia. The workshop was one of a number held under the auspices of APEID (Asian Programme of Educational Innovation for Development), a co-operative programme of Unesco Member States in Asia and the Pacific region aimed at stimulating innovative approaches to the problems of education related to development needs.

Participants in a Unesco-sponsored regional seminar on problems relating to the introduction of productive work into educational systems, held at Porto Novo and Comé in 1980, visit the craft workshop of the *Centre d'Enseignement Moyen Général* (centre for general secondary education), Comé, People's Republic of Benin.

Photo Unesco

V. Education, training and society

EDUCATION has its specific characteristics and its own requirements. It is not, however, independent of society as a whole which in large part determines its nature. But education itself is by no means passive; to a great extent it conditions the evolution and hence the future of society. It is becoming more and more receptive towards the contemporary world and is increasingly orientated towards the solution of practical problems. Education alone cannot offer a solution to all problems, but it can supply the knowledge needed to understand and solve them and arouse the attitudes and will that lead to action and results. Education can thus contribute to the solution of the major problems facing mankind, such as peace, human rights, development and the environment. Furthermore, special importance should be attached to the relationship between education and certain other aspects of social activity.

Education and culture

The function and content of education bear a direct relation to culture. In many countries, and particularly in those which have recently gained independence, the assertion of cultural identity is clearly an essential means of civic training and a powerful factor in national cohesion. Education can help to restore a country's cultural heritage to its rightful place in all the wealth of its forms of expression, to bring out the distinctive characteristics of each culture. But education must do more: it must ensure the emergence of a modern humanism which couples certain traditional values with a number of new values that carry within them the seeds of progress. Concern to strengthen cultural identity—coupled with concern for efficiency of teaching—has in recent years produced in many countries, in particular those which have recently gained independence, a tendency to use the mother tongues or national languages as languages of instruction. Unesco will encourage this trend.

The mass media—a "parallel school"?

During the last few years the mass communication media have had a growing impact on adults, as they have on children to the point where people speak of the "parallel school", a source of possible divergence from the educational institution. The question that arises is whether education can turn to good account the increasing flow of information and messages emitted by society and at the same time help to counter, where necessary, the negative influences they may have on outlook and behaviour among teenagers. It might henceforth be one of the essential functions of educational institutions to help young people to bring their critical faculty to bear in selecting and sorting the messages spread abroad by the communication media.

Teaching of science and technology

Unesco will aim to make the teaching of science and technology the general practice at all levels and in all types of education and to promote the popularization of science, particularly in the developing countries.

A special effort will be made to expand and improve the teaching of science and technology at the primary and secondary levels and in out-of-school education by laying greater emphasis on the understanding of scientific concepts, observation, experiment and guidance towards the solution of practical problems. The content of this science and technology teaching should be in keeping with the latest advances in scientific research and technological innovation and take into account the characteristics of the local environment.

Education and the world of work

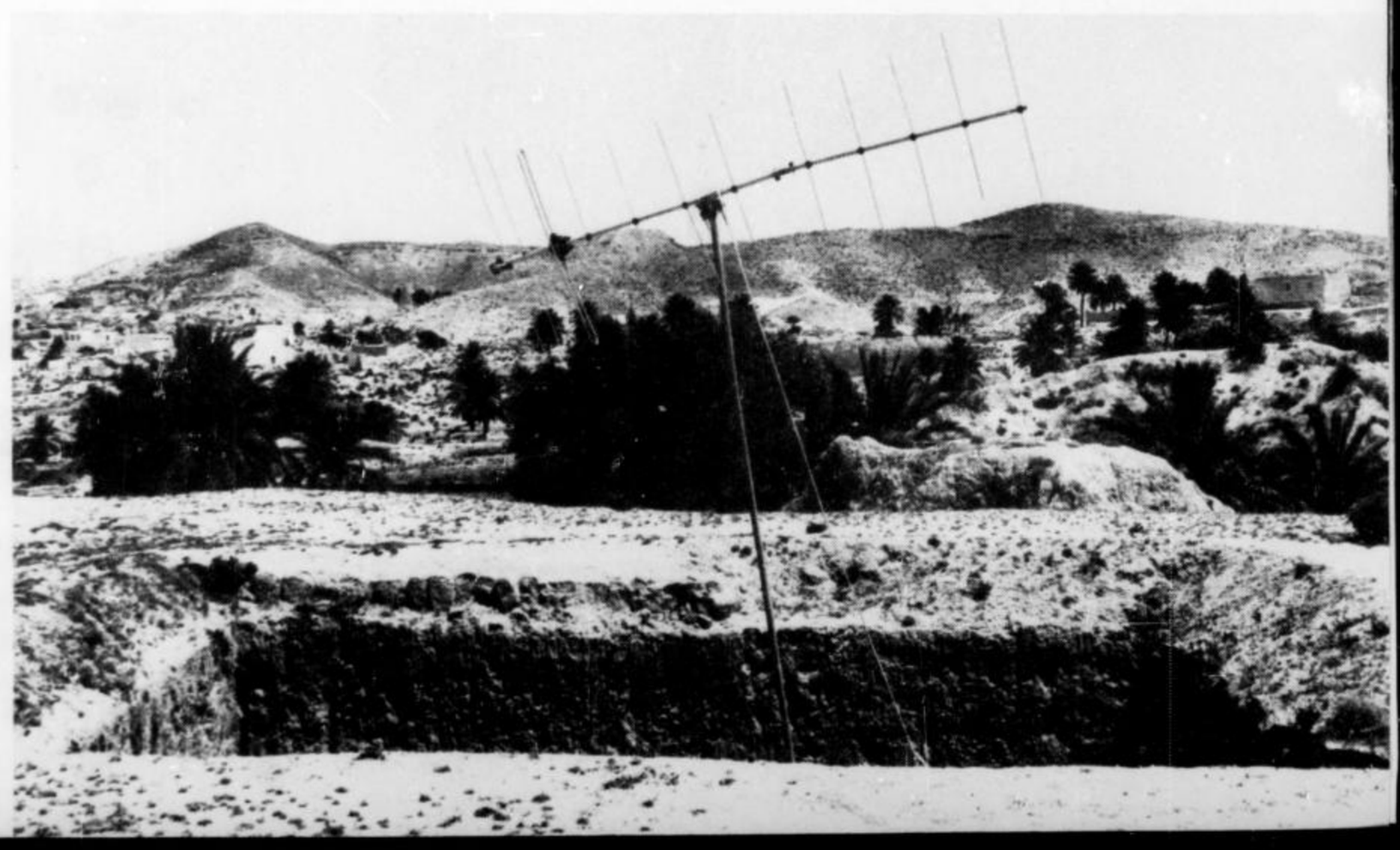
In recent years the concern to bring education closer to life has led many educators to emphasize the need to strengthen liaison between education and the world of work. A series of activities is envisaged to encourage the introduction of productive or socially useful work into the educational process, because of its pedagogical, ethical and social value; bringing educational policies and employment policies into line with each other; the development and improvement of technical and vocational training. These activities will tend to modify young people's attitudes towards work, to develop vocational guidance, to promote better working links between general education, technical education and the world of work and to eliminate the age-old rift between manual and intellectual work.

Physical education and sport

The practice of physical education and sport is not guaranteed everywhere as a fundamental right for all. The conditions of modern life, however, and increasing urbanization and mechanization mean that physical activities are essential to the development of a complete personality and to the preservation of health. In many countries, more than half the population currently practise no sport and 80 per cent of children in developing countries receive no physical education at all. The

Properly used, modern developments in communication technology hold immense promise in the field of education. The "parallel school" of educational programmes broadcast on radio and television can reach the remotest village and hamlet, ending centuries of educational deprivation. Right, even the inhabitants of this underground dwelling at Matmata, Tunisia, can benefit from the "television explosion".

Photo © André Stevens, Winksele, Belgium



activities envisaged will contribute to the training of personnel, the provision of the necessary equipment and the development of sport for all, as well as the strengthening of co-operation between Member States, non-governmental organizations and youth movements.

Higher education, training and research

The very great disparities in access to education, especially higher education, and the inequalities in the development of education that exist between countries and within one and the same country are reflected in uneven access to knowledge and inequalities in the possession of potential to create knowledge. A score of industrialized countries share more than 90 per cent of the world's scientists; the rest are distributed among some 130 countries. Without sound higher education no modern State can hope to train its managerial personnel or play its part in the international research effort. The role played by higher education in development has been more and more clearly perceived and this explains the interest Member States attach to its expansion and improvement, as well as international co-operation in this field.

The activities envisaged are aimed at improving the contribution of higher education to the advancement of society, particularly by the expansion and reorientation of training courses and by adopting interdisciplinary approaches to research and training. The research and training tasks of higher education with a view to improving the education system as a whole will be emphasized.

Furthermore, higher education is considered to be a key element in the whole national training and research system in the perspective of a long-term action to encourage, step by step, the harmonization and then the integration of training and research activities.

Above, an adult literacy class in Senegal where instruction is given in six of the country's national languages. During the colonial era millions of children and adults were handicapped by receiving all their instruction in an alien language. Today, educators throughout the world are becoming increasingly aware that the use of mother tongues or national languages as the language of instruction results both in more effective teaching and in a strengthening of cultural identity and national cohesion.

Photo Unesco - BREDA, Dakar

VI. The sciences and their applications to development

SUBSTANTIAL disparities are still a feature of the distribution throughout the world of material and human resources in the field of science and technology. Expenditure on research per head of the working population is sixty times less in the developing nations than in the industrialized countries. As regards results, the disparities are just as great. Over 93 per cent of the patents registered throughout the world come from the industrialized countries.

Science and technology in the service of development

These disparities lie undoubtedly at the heart of development problems. A more judicious distribution of research projects and the creation of new poles of scientific and technological development would enable societies which up to now have had a very small part to play, to make a greater contribution to both scientific and technical progress and the definition of the ultimate aims of science and technology at the international level.

The broadening of international co-operation in this way would appear to be all the more necessary in view of the fact that certain scientific fields, such as geology, oceanography, climatology, radio-astronomy or epidemiology, transcend, by definition, national or regional boundaries. ▶

The International Centre for Theoretical Physics, at Trieste, established in 1963 and financed by Italy, the International Atomic Energy Agency and Unesco, provides post-graduate courses and high-level seminars for young physicists from developing countries to enable them to keep abreast of modern developments, update their knowledge and enjoy the stimulus of contact with other scientists. Below, a few of the 1,500 physicists the Centre welcomes each year.

Photo © International Centre for Theoretical Physics, Trieste

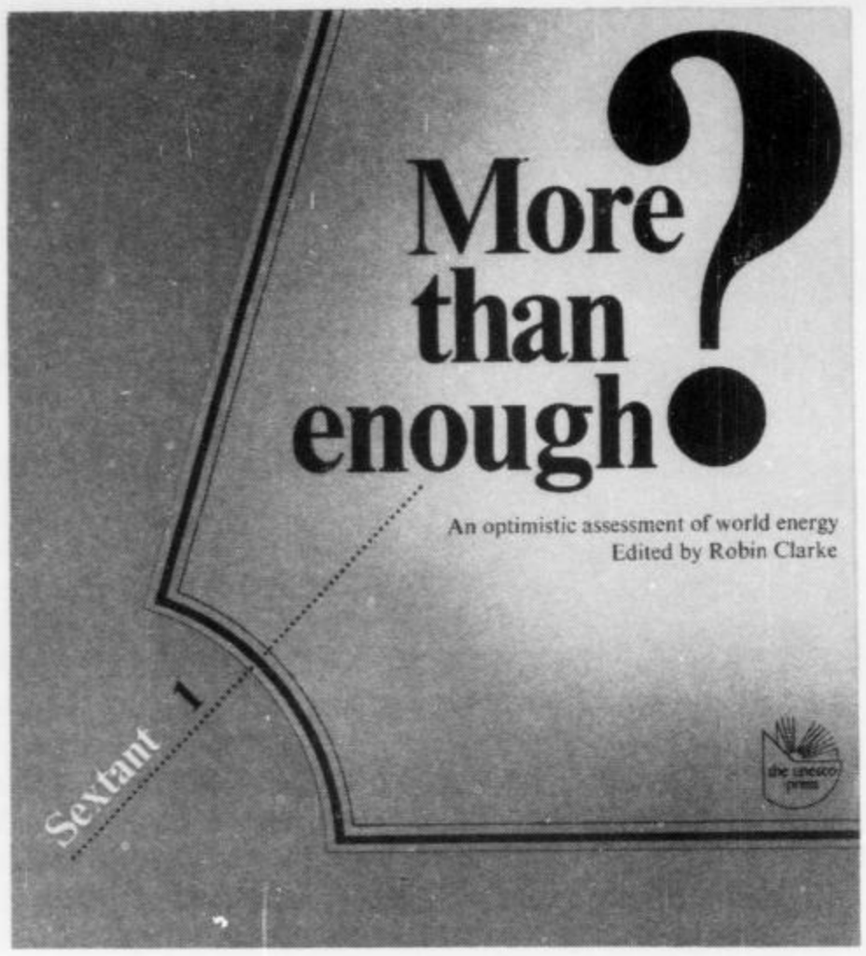


Photo © Unesco Press, Paris

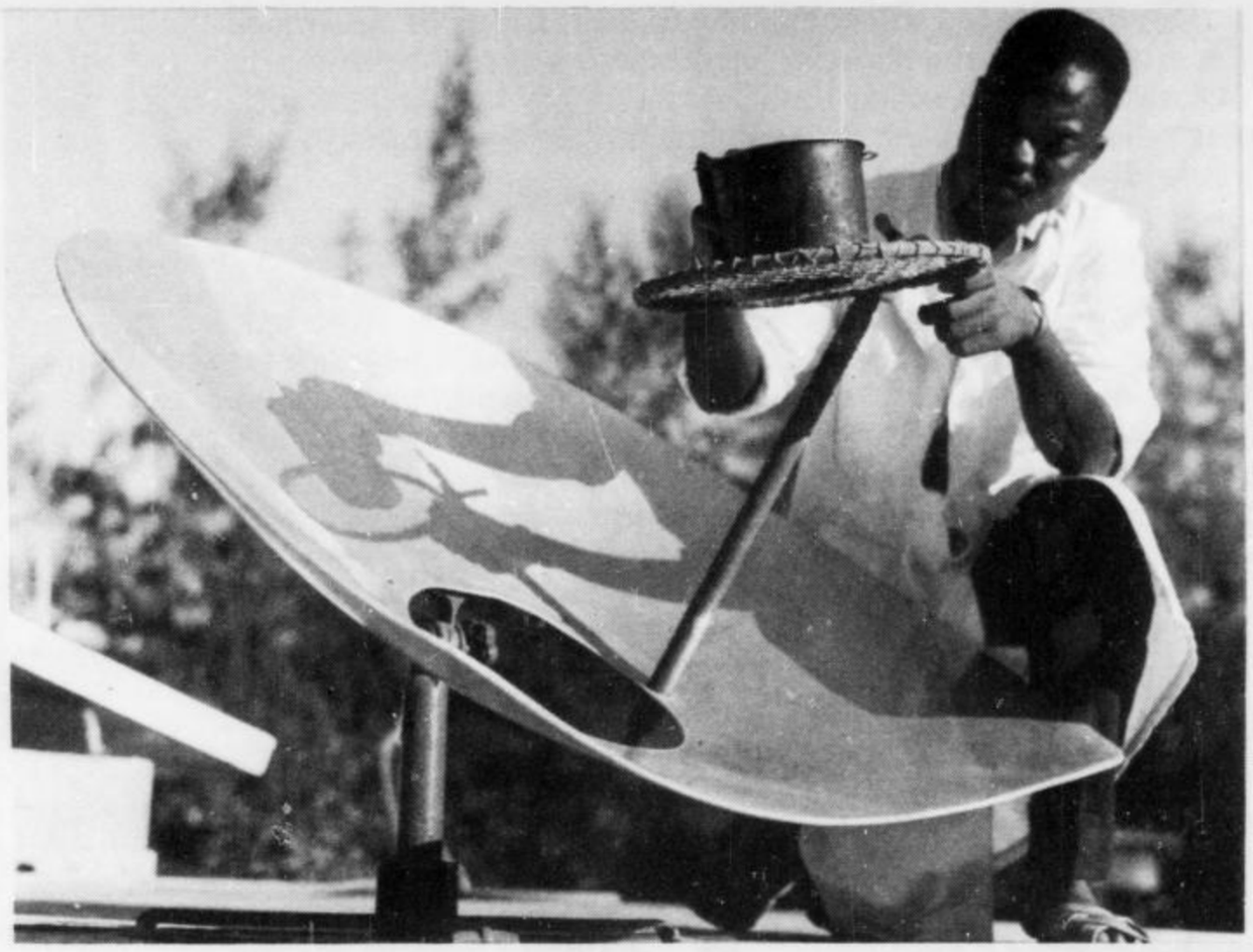


Photo Paul Almasy, Unesco

Is the world exhausting its energy supplies? Will there be enough to go round as the planet's population rises to 6,000 million or more over the next twenty years? These are among the questions tackled by over a dozen experts in *More Than Enough?* the first title (above left) in Unesco's new *Sextant* series, designed to enable the layman to find his bearings in an ocean of complicated and often confusing information on a wide variety of problems. New and renewable sources of energy are supplying an increasing proportion of the world's energy needs; solar energy in particular holds great promise as an energy source for developing countries. Above right, solar oven developed at the Solar Energy Laboratory of Dakar University, Senegal.

The objectives are therefore to strengthen national research potential in the natural sciences and to improve institutional infrastructures; to develop university and postgraduate training programmes, adapting them to specific needs and conditions; and to broaden and strengthen international co-operation.

Like the natural sciences, the main engineering sciences have developed rapidly, so that the increasing volume of knowledge makes technical versatility harder to attain. The solution frequently advocated for this problem is a type of training designed to inculcate not encyclopaedic knowledge, but essential concepts, to be supplemented by other ways of learning and acquiring knowledge (lifelong education, individual research and documentation, training courses in firms).

The new technologies—hazards and hopes

The combined advances in computer technology and microelectronics, and their applications, which are spreading from the services sector (telecommunications combined with data processing, office automation) to the manufacturing production sector (the development of robotics and other automated systems), will bring about radical changes in the nature and structure of industry in the industrialized countries, with the very probable result that the developing countries will lose outlets for their products, which are less competitive.

Biotechnologies contribute both to the preservation of genetic diversity (collections of microbe cultures, the selection of new strains, new cultivated plant varieties, and new species of domestic animals) and to technological innovation, both of which are of interest to the developing and the industrialized countries. Biotechnologies draw to a greater extent on inventiveness and know-how than on sciences necessitating heavy equipment, and their development is within reach of the less privileged countries, provided that objectives are clearly defined.

Unesco's objectives are therefore to contribute to the dissemination of new technologies after assessing all their consequences and considering any necessary adaptations or adjustments, to strengthen the training of the specialists and technicians concerned and to create favourable research conditions; and to develop exchanges of specialized information.

The social sciences—a vital role

The need for research in the social and human sciences has become particularly acute in the developing countries. It would appear vital to highlight the patterns of unequal terms of trade, the consequences of the introduction of cash crop farming, the forces at play in rapid social change and their repercussions on human values and cultures in general. An effort must also be made to assemble socio-economic data and devise the necessary instruments for the formulation of development plans, and, at the same time to elucidate historical processes, the nature of internal social relationships and their impact on development processes, the juxtaposition of or the interference between modern and traditional forms of power, the influence of certain processes of modernization on economic, cultural and social life and on the technologies of traditional medicine, customary law and the parallel structures of power in the rural environment, etc.

The comprehension of such problems and the quest for solutions implies recourse to several disciplines operating in symbiosis. An approach such as this is particularly important when the issue under review is the vast field of development.

Here Unesco's aim is the introduction of training and research programmes at university and postgraduate levels.

The programme activities planned within these key areas accordingly include not only the establishment or strengthening of research and training infrastructures, but also the formulation of policies and programmes and, at the same time, a better perception of the social and cultural consequences of introducing and developing new technologies.

UNESCO

THE MEDIUM-TERM PLAN AT A GLANCE

1984-1989

THE MEDIUM-TERM

ANALYSIS OF WORLD PROBLEMS

A worldwide context

The first observation concerns what might be called "globalization" of human activities, henceforth placed in a worldwide context. As predicted by the French poet Paul Valéry more than half a century ago "Nothing will be done any more without the whole world being involved". Yet despite this clear awareness of the worldwide nature of problems we generally have only incomplete analytic and predictive tools with which to tackle them.

Interdependence

The second observation is that interdependence co-exists, paradoxically, with fault lines criss-crossing the world, and that the disparities between individuals and populations are widening and hardening and threatening to reduce vast numbers of human beings to despair.

The arms race

The arms race has reached such proportions that it now dominates the international scene. But peace too has its dynamic, reflected in the growing movements which exist in all countries. However, disparities and the arms race must be set in their context: on the one hand, what might be called "maldevelopment" which affects all societies and an international economic system whose dysfunctions are having painful effects; on the other, tensions and conflicts which emerge both on a worldwide scale and in the various regions.

A new international economic order

It is in this perspective that we must place the efforts being made to introduce a more equitable system of international economic relations and to adopt approaches based on the idea that "genuine development has to be elicited from within, willed and conducted by all the vital forces of a nation".

Human rights

The analysis of human rights brings out the paradoxical nature of the present situation. The concept of human rights has increased in scope and substance, it applies to civil and political rights and economic, social and cultural rights. Not only individuals but also peoples should enjoy their own specific rights. On the other hand there are massive violations, particularly under the apartheid régime, infringements of the rights of peoples to self-determination, millions of refugees, the challenge to individual freedoms, mainly in the context of the repression of opposition movements, the use of torture.

The environment

The threats overhanging the environment bear witness to the links that now bind individual and collective destinies: hence the search for common ground and the forging of bonds of solidarity in the quest for solutions.

Universality and diversification

A further line of reflection concerns the dialectical tensions that are appearing between a trend towards the universalization of certain ways of life, thought and action and a claim to uniqueness, to diversification.

New forms of communication

The development of new forms of communication is of fundamental importance. It may be a source of enrichment and progress provided, however, that it does not lead to the pre-eminence of certain poles of production and dissemination of knowledge, know-how and life styles. However, there are already signs of a trend towards uniformity in patterns of behaviour and ways of life that may prove to be an impoverishment for mankind.

A new configuration of knowledge

A new configuration of knowledge is being established and the new relations being formed between the natural and the social sciences should make it possible better to apprehend the complexity of reality. From this may result changes not only in modes of production and consumption but also in social relations themselves. The fact remains that the uneven development of the world scientific and technological potential is such that a small number of countries alone hold the key to the great advances of the future.

Culture the driving force behind development

Science and technology, communication and information, like education, are an integral part of culture, and the main conclusion to emerge from this reflection on world problems is that culture is the driving force behind development. Similarly, environmental problems refer back to fundamental value choices, which means, once again, a cultural viewpoint. Threats to peace, flagrant violations of human rights, intolerance and racism also have cultural roots.

PLAN AT A GLANCE

THE FIVE MAIN TASKS	THE MAJOR PROGRAMMES
In keeping with its fundamental constitutional mission, the main tasks of Unesco over the years to come may be defined as follows:	
1 To contribute to a continuing study of present world problems so as to create a greater awareness of the common destiny which now unites individuals and peoples alike.	I. Reflection on world problems and future-oriented studies.
2 To help to pave the way for the widest participation by individuals and groups in the life of the societies to which they belong and in that of the world community.	II. Education for all. III. Communication in the service of man.
3 To assist in strengthening problem-solving capability by fostering the development and democratization of education and the advancement of science, by increasing and developing the creative potential, both scientific and technological, of all peoples by reinforcing aptitudes and abilities, by developing research and training infrastructures and by promoting the free flow of knowledge and know-how.	IV. The formulation and application of education policies. V. Education, training and society. VI. The sciences and their applications to development. VII. Information systems and access to knowledge.
4 To help to facilitate the changes and transitions that are now recognized as necessary by the international community as a whole, in fields where the convergence of aspirations gives rise to a broad consensus.	VIII. Principles, methods and strategies of action for development. IX. Science, technology and society. X. The human environment and terrestrial and marine resources.
5 To arouse and encourage a renewal of values within a context of genuine understanding among peoples, thereby advancing the cause of peace and human rights.	XI. Culture and the future. XII. The elimination of prejudice, intolerance, racism and apartheid. XIII. Peace, international understanding, human rights and the rights of peoples.
	XIV. The status of women.
Each of these five tasks corresponds to an essential measure that the Organization must take, given the state of the world as it emerges from the analysis of world problems.	*This major programme seeks to define a new vision of the roles of men and women in all fields of human activity. But the feminine dimension of the problems with which Unesco is concerned appears in all parts of the Plan.*

Walking Man

Sculpture by Alberto Giacometti. Photo Dominique Roger, Unesco.

VII. Information systems and access to knowledge

WITH the explosion of knowledge during this century, there has been a spectacular increase in the production of printed matter throughout the world. A few figures will help to gauge the size of this phenomenon. In 1970 more than 6,000 items of printed matter appeared each working day, i.e. 2,000,000 in a year, and it is estimated that this figure will be four or five times greater by 1985, when 8,000,000 to 10,000,000 scientific and technical documents will be published and printed. This significant increase in the volume of information has created a need for information storage and distribution systems.

It is interesting to note that out of the 900 bibliographical and numerical data bases now available on-line internationally, less than one per cent are produced in the developing countries. Access by all nations to the whole range of these data bases would seem essential to the progress of individual societies and the general advancement of human knowledge.

It is therefore essential that developing countries should be able to use other countries' data bases, as and when they need, and at the same time set up data bases and data banks of their own, at the national or regional level.

Logo Jacques le Ribault - Unesco

In 1973 Unesco launched, in collaboration with the International Council of Scientific Unions, an intergovernmental programme known as UNISIST, to meet the need for "coordinated and sustained international action to facilitate transfer of scientific and technical information for the economic and social development of nations". In 1979, the scope of the programme was expanded to include, in the perspective of a worldwide information network, all scientific, technological, economic and social information useful for development. Above, the logo of UNISIST.

Free access to information

Among the obstacles preventing free access to information is the extremely high cost of the new data processing and telecommunications technologies used for handling information. The poorest developing countries may therefore find themselves unable, without recourse to external aid, to set up the infrastructure necessary for the installation of automated systems and networks. Moreover, the new technologies raise complex legal problems, especially in matters of copyright.

The industrialized countries at present enjoy a kind of *de facto* monopoly in the field of information, affecting both the substance of knowledge and the technical means of circulating it. As a result, the transfer of information technologies and of information itself to developing countries may be hindered by restrictive practices, but it may also put these countries in a position of dependence on privileged suppliers.

Restrictive practices inhibiting the free flow of information are also found in relations between industrialized countries and within individual countries.

It is now clear that the setting up of a worldwide information network is to constitute a major element in the development strategy to be applied in establishing a new international economic order.

The General Information Programme, which at present covers most of Unesco's activities in the fields of information, libraries and archives—and of which UNISIST forms an integral part—is clearly particularly well suited to the nature of the main tasks that are to be carried out under this major programme. The latter will in fact be based on the machinery and networks for co-operation established under the General Information Programme, UNISIST and the various specialized systems and services developed under the Organization's other major programmes. It applies to the natural and to the social and human sciences, as well as to all the other branches of knowledge and to all sectors of human activity.

VIII. Principles, methods and strategies of action for development

THE industrialized nations have enjoyed unprecedented economic growth during several decades, but have not always succeeded in finding a satisfactory answer to the question of the equitable distribution of income, nor to that arising from the crisis of values that sometimes accompanies rapid change. In some of them, poverty continues to prevail among different strata of the population, and the decline in the sense of civic and moral responsibility seriously affects certain sectors of the population, particularly the young. New economic and social difficulties are emerging as a result of the recession and the combined effects of inflation and unemployment.

While the revival of economic growth appears essential for overcoming the crisis some of them are undergoing, differences emerge with regard to the policies that should be adopted.

Far-reaching questions are being asked as to the aim of growth, the consequences that it can have on the natural envi- ▶

ronment and on human welfare. Furthermore, while the industrial and sometimes even the agricultural potential of several industrialized countries remain virtually underemployed, the unsatisfied needs of the developing countries are still enormous. This brings us to an issue that is at once economic, social and political, but also ethical: that of the coexistence in the same world of areas of poverty and even destitution with areas where, conversely, it is over-abundance that poses the problem.

The need for global action

Although it has not been possible to make any decisive progress in international economic co-operation, the international community does seem to have become convinced that the increasingly worldwide nature of production, of economic and financial flows and of exchanges of information henceforth renders unilateral solutions based on a partial analysis of the problems totally ineffective, and that only global, integrated action that takes into account the interests of all peoples and nations can bear any fruit. A global situation founded on competition perpetuates a line of reasoning whereby everyone thinks he can solve his own crisis by exporting it to someone else. This produces situations where there are serious shortages in some countries, while in others the means of production are either not used to full capacity or else only used as a source of profit, even if they run counter to the collective interests of humanity, as is the case with the armaments industry.

Beyond a mechanistic view of growth

For a long time it was thought that development could be reduced to its economic aspect only, and consequently all the other sectors of human activity had to be subordinated to the needs of economic growth.

In practice one should rise above such reductionist approaches. Only by progressively wider integration of policies relating to each sector of human activity—social, economic, technical and cultural—would it be possible to create a motive force of social creativity capable of harnessing science and technology to the interests of communities, thus meeting the aspirations of their populations.

It is therefore important that cultural dimensions be duly taken into account in any enterprise relating to development. A feeling for the continuity and vitality of cultural values is essential. These values should be viewed in the light of the opportunities they offer for development, a development that, in its style and its rhythm, incorporates the heritages of the past and the desire for change in such a way that the requisite changes enjoy the widest possible measure of popular support. One of the principal methods of obtaining this general support is participation by the people at large in the choices made on behalf of the community to which they belong, with regard to the objectives to be attained as well as the action to be undertaken and the concessions to be made in return.

Special attention will be paid to analysis of the significance and ultimate aims of development in different cultural contexts and to the study of the forms of action likely to foster participation by the people at large in defining development objectives.

Autonomy and self-reliance

It is particularly important to clarify the links between development and international relations in order to bring out, from the standpoint of the development of countries, the positive factors inherent in international relations as well as the constraints they entail. The studies to be undertaken along these lines could focus, among other things, on: the relations between peace, disarmament and development; the structural factors responsible for the phenomena of domination and dependence; the effects of the activities of transnational companies; the conditions for the establishment of a new international economic order and their impact in Unesco's fields of competence. We need to study in greater depth the conditions that might enable the developing countries to strengthen the bases for collective self-reliance and development while stressing the socio-cultural aspects of regional and subregional integration. The situation of the so-called least developed countries should be given special attention, as also should studies or action relating to strategies for reducing the isolation of some of these countries.

As for the relations between population factors and development, they should undoubtedly be studied not only from the historical and geographic standpoint but also in the light of social, economic and cultural conditions.

It goes without saying that studies on development processes should be conducted in different geographical settings in order to bring out the specific nature of various experiences of development resulting from the diversity of historical and cultural contexts in which they take place.

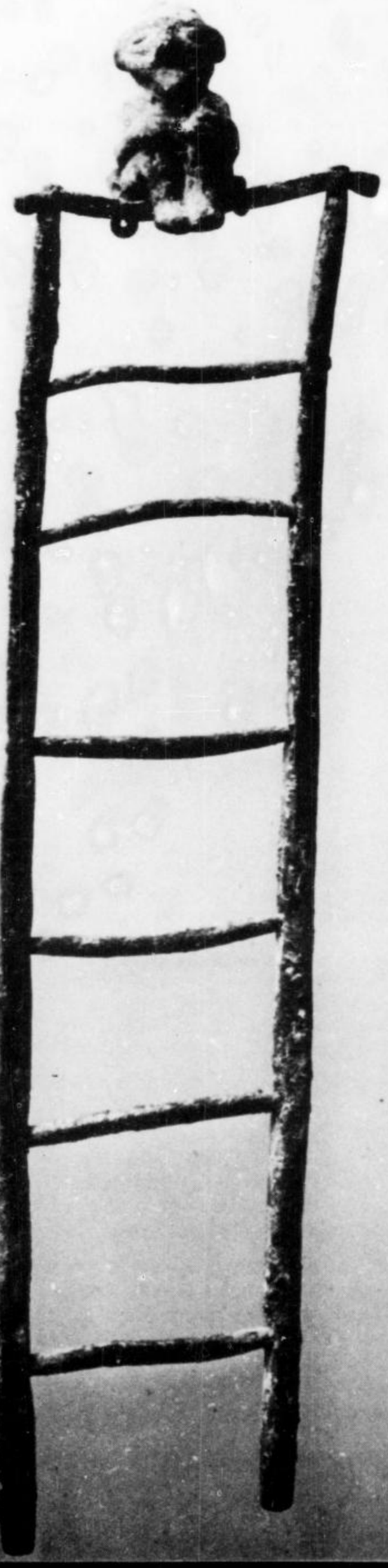


Photo © All rights reserved

Fashioned some 3,000 years ago, this 23 cm-high bronze model of a mannikin atop a ladder was recovered from a burial site in the Amlash district near Lahijan in northern Iran. Today Unesco is helping Member States to construct a ladder of international solidarity that will enable the underprivileged nations of the world to reach a level of development at which they will be able to achieve their deepest material and spiritual aspirations.

IX. Science, technology and society

THE growth of human capacities for scientific and technological creation is not always accompanied by a commensurate mastery of technological developments, and does not necessarily lead to uses that would meet men's aspirations and serve all peoples fairly.

The worldwide scientific and technological effort which is devoted to increasing the destructive power of armaments, and which sets off the arms race, is a cause for grave concern. Not only is arms research immobilizing substantial resources which could be used to meet the priority needs of societies, but the technological innovations which it yields call for further innovations even more detrimental to the security they are supposed to provide.

Furthermore technological development, when poorly controlled, can have extremely disturbing consequences: degradation of the environment, massive migrations and uncontrolled urbanization, threats to employment and a calling into question of certain cultural values. In the developing countries the importation of technologies, often through transnational corporations, leads to the setting up of industries which, although requiring substantial investments, nevertheless do not create many jobs and lead to profound changes in consumption patterns and life-styles. Elsewhere the progress of computer and robot technology is causing concern on the score of the possible effects of such technology on employment, on working conditions, on the freedom of individuals and on the preservation of privacy.

Implanting science and technology

Technology is often treated as a commodity for export, whereas what is needed is an organized transfer of know-how and an endogenous capacity to adapt that know-how to the socio-cultural and natural environment.

The implanting of science and technology in society is not a mere matter of grafting knowledge, know-how, practices and techniques on to social tissue that has not been prepared to receive it. There cannot be a situation with science and technology on one side and society on the other. On the contrary, science and technology must put down deep roots in society, and their rise depends at one and the same time on material, social, economic, cultural, historical and political realities.

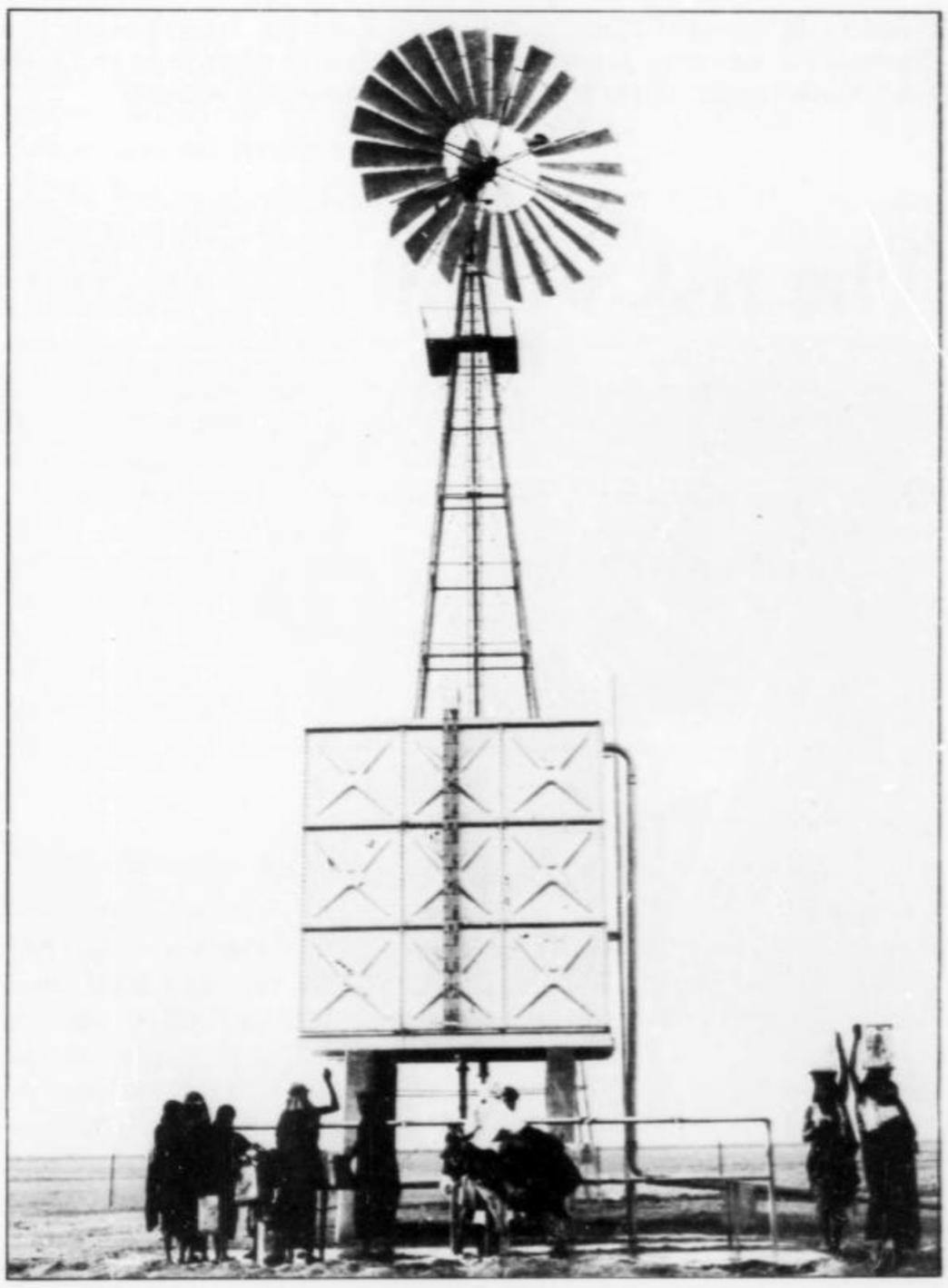
Governments are aware of the importance of what is at stake and are adopting an increasingly voluntarist attitude in the matter. In this they are responding to an increasing demand on the part of young people, who are no longer prepared to leave it all to fate or chance. This is also the reason for the existence of policies on science and technology.

Participation of specialists and the public

It is difficult for the developing countries to master or control transfers of technology inasmuch as they do not possess enough specialists capable of selecting and adapting foreign technologies and seeing to it personally that those technologies are assimilated. This shortage of specialists is often worsened by the brain drain.

It is important that not only political leaders but also academics, scientific researchers, engineers and representatives of the various sectors of production should be associated with the search for progress. It is also desirable to ensure the participation of the public in identifying their needs and their collaboration in determining the orientation of research and in the introduction and dissemination of innovations. In this connexion it is particularly important to secure the participation of women and young people.

It has been realized more clearly in the last few years that certain fundamental ethical, religious and cultural values need to be taken into consideration in the formulation of such policies. The explanation doubtless lies in the need felt throughout the world to keep up to date with scientific knowledge and advanced technologies while at the same time cherishing whatever can help to preserve or even bring to full flower the traditions and human values through which each society expresses its specific character, identity and dignity. As a result, science and technology policies are less and less influenced by the "technocratic" approach based on exclusively cognitive and utilitarian criteria.



Technology is often treated as a commodity for export, whereas its successful transfer requires a real appreciation of local needs and an understanding of its long-term economic, social and cultural effects. Above, a wind-powered water pump in the Gozirah district of Sudan.

Photo Eric Schwab, Unesco

Ecology in action

When Unesco's international programme of research and training, the *Man and the Biosphere (MAB) Programme* was launched over ten years ago, its general objective was defined as being "to develop within the natural and social sciences a basis for the rational use and conservation of the resources of the biosphere and for the improvement of the relationship between man and the environment; to predict the consequences of today's actions on tomorrow's world and thereby to increase man's ability to manage efficiently the natural resources of the biosphere".

The results of MAB's 1,000 and more research projects being carried out in 79 countries find their way into the normal scientific channels; but, since decisions on land-use, and environmental planning involve cultural, social and political considerations, they need to be presented in a form which can be understood and used by the non-scientists (decision-makers, educators, environmental groups, local associations, food producers and the general public) for whom they are also of vital interest.

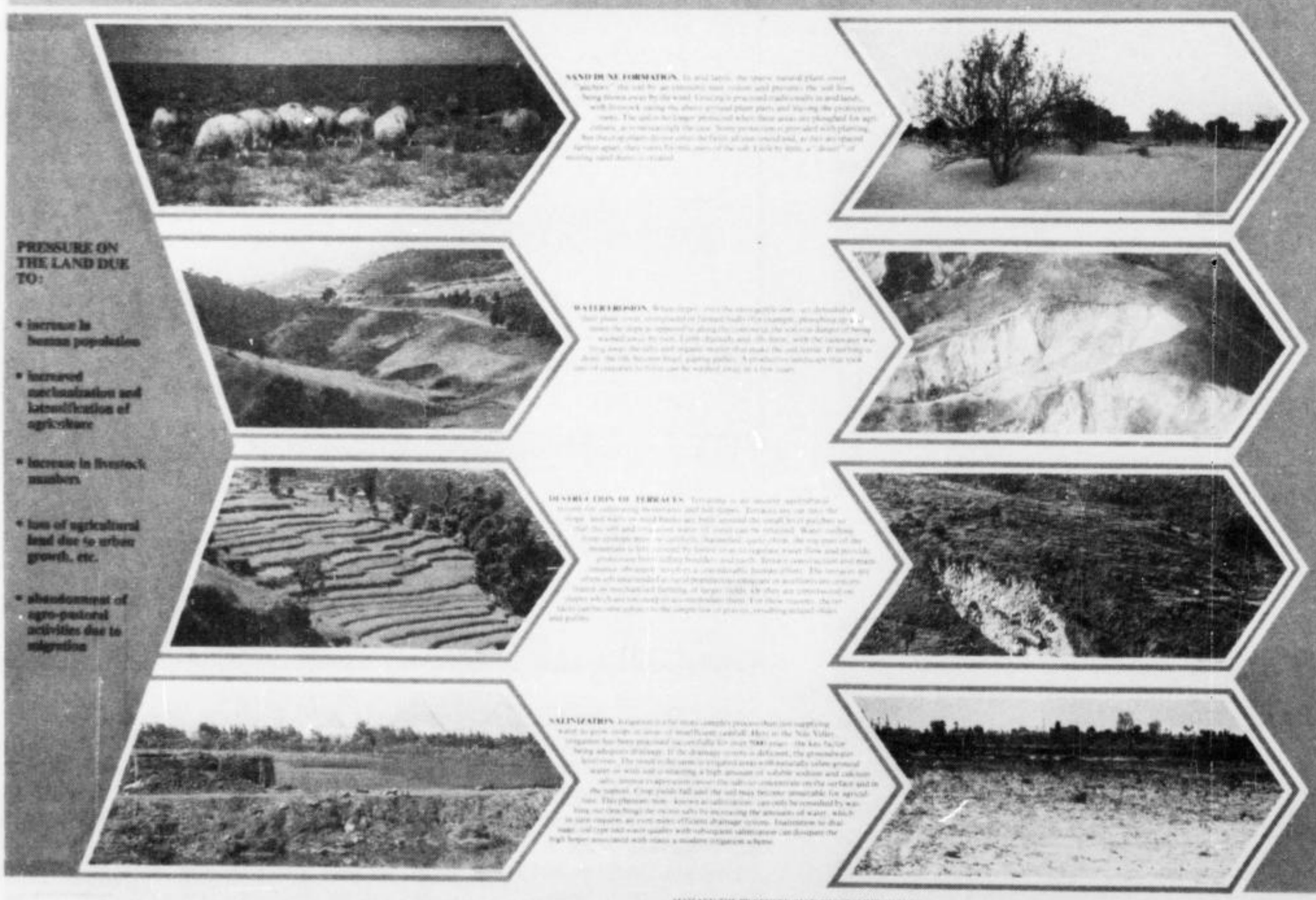
To achieve this, the MAB secretariat, in co-operation with a Paris-based communications group, *Etudes et Planification des Communications*, has designed a mobile exhibit consisting of 36 posters relating to five main themes: integrated approaches to land-use; tropical forests; marginal lands (arid zones, mountainous regions); cities and urbanization; conservation of nature. Three of these posters are reproduced on this page. The poster top right introduces the MAB programme and demonstrates its worldwide nature, its purpose and its organization. The second poster, centre, explains the need to synchronize the work of scientists, planners and the people who actually put MAB research results into practice, each of whom may have a different time scale of concern (e.g. the scientist may be concerned with long-term improvement of the yield of a strain of wheat, the planner with meeting a forecast food shortage six months ahead, the farmer with getting his harvest in before the onset of the rainy season in a week's time). The third poster, below, highlights the risk of soil degradation and suggests ways of avoiding it.

The exhibit, which is available in three language versions (English, French and Spanish), is entitled *Ecology in Action*. It has already been displayed in schools, government ministries, at trade fairs and scientific conferences where it has aroused enormous interest.

MAB: an international programme
What is MAB?
The MAB Programme at a glance
Synchronizing scientists and planners
...A TIME TO STUDY, A TIME TO ACT, A DATE TO BE KEPT...
The different time scales of scientists of different disciplines, and of scientists and planners should be harmonized. Remaining flexible and able to react to changing conditions is also necessary to deal with the moving targets of rapidly evolving land use problems.
Timing scientists and planners
Gearing scientists with each other
moving targets

The risk of soil degradation

Every year, through the loss of fertility or erosion, some 6 million hectares of land - twice the area of Belgium - become irreversibly lost for food production. Knowing that the world food demand will at least double by the year 2000, the prevention of such soil degradation is of crucial importance. Although very often people do know there is a risk, they do not realize how great this risk is and so they use the land as before to meet immediate, increasing demands - until it is too late. Examples of soil degradation processes are shown here.


PRESSURE ON THE LAND DUE TO:
• increase in human population
• increased mechanization and intensification of agriculture
• increase in livestock numbers
• loss of agricultural land due to urban growth, etc.
• abandonment of agro-pastoral activities due to migration
SAND DUNE FORMATION
WATERLOGGING
DESTRUCTION OF TERRACES
SALINIZATION

How can one prevent such soil degradation?

It would seem obvious: stop whatever triggers the degradation process. But this activity is very often the only means whereby the people concerned earn their living.
A first solution is to improve existing land management, e.g. through reafforestation or improved drainage in irrigation systems, or to better inform people through training and demonstrations. Lasting solutions must be sought through a case-by-case analysis of all the environmental and socio-economic factors involved, followed by regional planning which emphasizes reducing pressure on the land.
This can be done by diversifying land use practices (e.g. complementary grazing and cropping activities, use of new crops) and by creating alternative sources of income not directly based on land exploitation (e.g. cottage handicrafts, tourism).

MAN AND THE BIOSPHERE (MAB) PROGRAMME - UNESCO

Photos © Unesco, Paris

X. The human environment and terrestrial and marine resources

THE development of the industrial societies has come about on the basis of the large-scale use of natural resources, verging, in certain cases, on the squandering of those resources, including energy, mineral and biological resources.

These various processes, taking place in a world characterized by a very uneven distribution of industrial activities between countries and regions, have frequently given rise to the excessive use of resources of all kinds from Third World countries, which have played the role of suppliers of raw materials in the context of the international division of labour. Another effect has been, in some instances, the transfer to those countries of certain activities which cause pollution and which the societies that are better provided for tend to refuse to allow to be carried out in their own territories. In addition, the developing countries have had only a limited capacity for exploring and exploiting their own resources in the interests of their own progress.

With a view to the preservation of ecosystems and certain threatened species, natural parks and biosphere reserves have been established in most countries and in most biogeographical regions. The protection of seas and coastal zones from increasing pollution has often involved concerted action by countries bordering on those seas.

At the same time, there has developed a stronger awareness of the importance—for all countries but for developing countries in particular— of making more intensive use of and exerting better control over their own natural resources. Indeed, this constitutes one of the basic aspects of the search for a new international economic order.

In this context, Unesco has specific programmes devoted to the earth's crust and to mineral and energy resources; water resources; the ocean and its resources; coastal and island regions; and the resources of terrestrial ecosystems.

The Intergovernmental Programme on Man and the Biosphere (MAB) thus finds concrete expression in five of the proposed programmes (Management of coastal and island regions; Land-use planning and terrestrial resources; Urban systems and urbanization; The natural heritage; and Environmental education and information). The fact that MAB is represented here, far from constituting fragmentation, makes it possible to reflect its interdisciplinary character and its contribution to several important fields. The coherence of MAB and the unitary nature of its work will be strengthened in its specific activities and in its structure.

The earth's resources

Research undertaken by Unesco on the earth's crust and its mineral and energy resources covers the following areas:

Spatiotemporal geological correlation—within the framework of the International Geological Correlation Programme (IGCP), a joint undertaking of Unesco and the International Union of Geological Sciences designed to achieve better knowledge of the geological history of the planet; *Geology for economic development*— designed to provide the data needed to survey and develop mineral resources in the developing countries; *Geology for land-use planning*— including the study of those geological and geochemical factors that should be taken into account in land-use planning and civil engineering projects; *Processing and dissemination of data relating to the earth sciences*— aims to collect, process and disseminate information on the earth sciences, largely in the form of geological, metallogenic and tectonic maps, with emphasis on interpretation of the data provided by remote sensing techniques.

Natural disasters of geophysical origin such as earthquakes, volcanic eruptions, tsunamis and landslides year by year take a heavy toll in human lives and cause destruction on a very large scale. Other disasters, of climatic origin, such as exceptional droughts and floods, may have even more far-ranging consequences, particularly in the developing countries.

Here the emphasis will be on international co-operation in the fields of scientific and technological research, the social sciences and the behavioural sciences, and through direct co-operation with countries threatened or afflicted by natural disasters.

Droughts and floods

Although in global terms water resources are well in excess of foreseeable demand, they are unevenly distributed and some regions are already experiencing a severe water shortage which is in danger of worsening in the future. Such instances of an insufficient supply of water in relation to demand are periodically and, in some cases, endemically complicated by major fluctuations in supply.

In many cases, the situation is further aggravated by the poor quality of water, which makes it unsuitable for various purposes, and by the pollution of surface water and even groundwater caused by factory effluents and the intensive use of pesticides and fertilizers.

The International Hydrological Programme (IHP) will continue to be the main instrument of action. The basic lines of emphasis of the third phase of the IHP (1984-1989) concern the extension of research and training activities in the field of water resources planning and management and the encouragement of interdisciplinary studies.

The three major regional projects on the rational use and conservation of water resources in rural areas that were started in 1981 in Africa, Latin America and the Caribbean and in the Arab States are intended to contribute to the growth of endogenous scientific and technical potential, to the progress of research and the development of information networks, and to a rational utilization of water resources that is based on the choice of the most appropriate technologies and takes account of biogeographical and socio-economic conditions. These projects may be extended to other regions.

Exploration and exploitation of the oceans

Even though the negotiations that have been under way for the past ten years within the framework of the United Nations Conference on the Law of the Sea have not yet culminated in a "new order" of the sea, a new customary law has come into effect which sanctions national sovereignty over "exclusive economic zones" and should vest the international community with added responsibilities in the matter of exploration, conservation and management of the resources, including those of the ocean depths, regarded as "the common heritage of mankind".

Many developing countries now find themselves in possession of rights over very extensive sea areas which, for many island States in particular, are considerably greater and possibly richer in resources than their territory proper. Most of them, however, have neither the technological and financial means nor the qualified manpower for the systematic exploration of their new domains. They thus have to concede deep-sea fishing rights or the rights to underwater oil-prospecting and to purchase equipment and seek technical assistance from other nations, particularly the major maritime powers. ▶

▶ Unesco and its Intergovernmental Oceanographic Commission (IOC) must therefore take up a double challenge: on the one hand, many Member States are in greater need of assistance to attain their objectives in this area and to participate effectively in international programmes of oceanological research and ocean services; on the other, oceanographic knowledge must be mobilized to achieve rational exploitation of ocean resources and to protect the marine environment.

Coastal and island regions

Two persons out of three today live in coastal regions, near the sea, on the shores of continents or on islands. This situation, which is the consequence of population growth and population movements as well as of economic development, concerns regions with a delicate balance, very often areas of ancient civilization whose prosperity was largely based on shipping and maritime trade and also on the relatively high productivity of the coastal environment.

The coastal environment is highly conducive to the establishment of human settlements, both permanent and seasonal, urban and industrial. Coastal zones, in particular, are affected by the scale of seasonal tourism. Beaches, estuaries, lagoons, mangroves and coral reefs are all environments which are vulnerable, and particularly exposed, to the effects of modern development.

The countless islands of the world, especially those having an area of less than 10,000 km², are subject to the same pressures as continental coasts and moreover are confronted by difficulties of a specific nature. Island ecosystems are exceedingly vulnerable and the efforts made to increase production to meet development needs or respond to population pressure come up against especially acute spatial limitations.

In a large number of islands, terrestrial resources, especially agricultural resources, are no longer adequate to satisfy the needs of a growing population; the exploitation of coastal and marine resources thereupon becomes an economic imperative. This is a problem of concern to all countries that are responsible for managing more or less numerous groups of islands and of particular concern to island States.

In this area Unesco has four main objectives: (1) to promote better knowledge of the characteristics of certain particular coastal or island ecosystems, to further interdisciplinary research and to make a synthesis of available knowledge concerning interactions between the continental and coastal environments; (2) to contribute to an integrated management of coastal zones that takes account of the various options that make possible the resolution of conflicts of interests between urbanization, tourism, industrialization, intensive agriculture, aquaculture and fishing; (3) to develop interdisciplinary research on the island environment, the relations between populations, resources, environment and development; (4) to train specialists responsible for the integrated management of coastal and island regions.

Man and the biosphere

In all regions, land-use gives rise to competing activities such as farming and herding, the establishment of industries, urbanization, tourism, etc. This results in conflicts of interest linked with the specific nature of local conditions but also with economic interdependence and imbalances on a world scale.

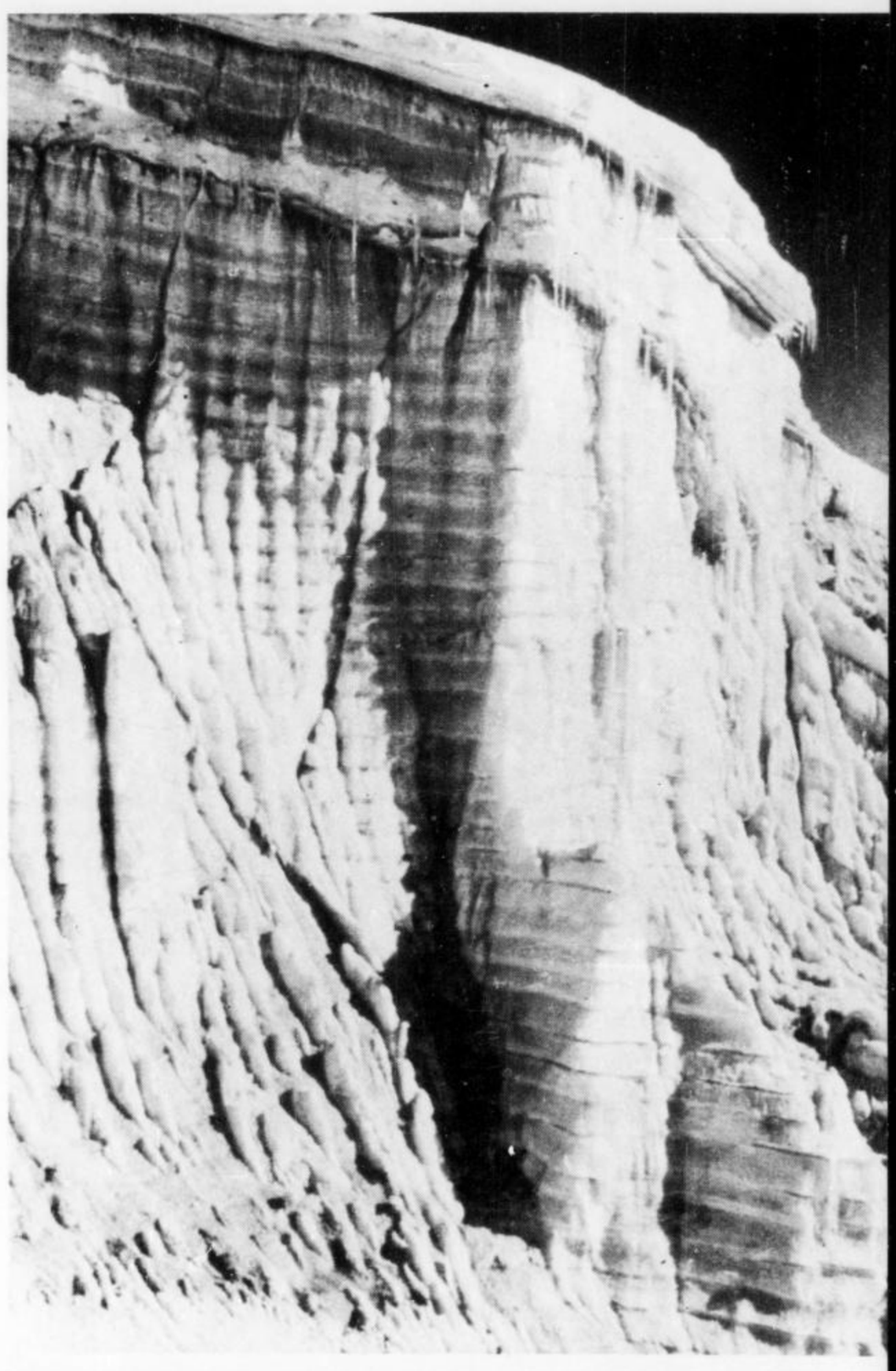
Numerous systems of land-use planning derive from those adopted in a few industrialized, temperate-zone countries; they are not readily applicable to the ecological or socio-cultural conditions of other zones. In the industrialized countries themselves, land-use planning in certain vulnerable interface regions (town/country, coastline and mountains) has taken on new complexity and necessitates the development of new approaches.

Unesco's action is aimed at developing scientific knowledge of the physical and biological processes and the social and cultural conditions that need to be taken into account in any integrated land use policy and the rational use of the resources of terrestrial ecosystems.

The Intergovernmental Programme on Man and the Biosphere (MAB) provides conceptual unity and unity of management for operational research, training and demonstration activities relating to the conservation of protected natural areas and the management of rural and urban areas.

Over 130 Member States will be participating actively in the MAB programme by 1989; the projects, which will remain between 1,000 and 2,000 in number, will be more integrated and more directed towards practical applications; they will include a greater number of training and popularization activities. The number of research workers and technicians involved in the MAB projects will be in the region of 20,000.

As regards the national integrated pilot projects of research, training and demonstration in land-use planning and the rational development of national resources, which constitute the key elements in the regional networks, there will be fifteen to twenty such projects per network and, in all, about a hundred



Unesco's *International Hydrological Programme* (IHP) is concerned with the scientific assessment, development and rational management of one of the earth's most precious resources—water. The snow and ice programmes of the IHP are helping to broaden our understanding of the interrelationships between snow and ice, climate and water supply. Annual ice layers, like those clearly visible in this photo of the Quelccaya ice-cap in Peru, constitute a valuable record of climate and climatic change over a period of several hundreds of years.

Photo L.G. Thompson, courtesy of *Science* © The American Association for the Advancement of Science, Washington, D.C.

towards the end of the period covered by the Plan. Each year, over 300 specialists from the developing countries will receive postgraduate training—two-thirds of them on the site of the pilot projects themselves and the rest at centres of excellence in the industrialized countries.

Urban spread

By the year 2000, over half the six thousand million or so inhabitants of the earth will probably live in urban areas. In the developing countries, two thousand million people will live in the towns. Another thousand million will live in the urban areas of the industrialized countries. Of the sixty cities with over five million inhabitants, forty-seven will be located in the developing countries. It is in these countries that twelve of the world's fifteen largest cities will be found.

To date, planning has in most cases scarcely taken account of the complexity of the relationship between the town and surrounding rural areas; this is without doubt one of its main shortcomings. As they develop, towns come to depend on ever more distant regions for their supplies of water, energy, food and building materials. This increase in demand often leads to a deterioration of neighbouring and more distant land through overexploitation. A better understanding of the relationship between towns and surrounding rural areas should make it possible to manage this complex rationally.

The natural heritage

Immovable cultural property, such as historic monuments and groups of buildings, and natural property, such as national parks and outstanding sites, raise a set of common problems regarding their preservation and enhancement and call in the same way for international co-operation. They were placed on an equal footing in the 1972 Convention for the Protection of the World Cultural and Natural Heritage, which Unesco is responsible for implementing and to which more than sixty countries have acceded.

Preserving the natural heritage means, first and foremost, preserving the living resources on which the survival of the human race depends: all cultivated plants and all domestic animals originate from wild species, and it is essential to preserve as many wild congeners as possible for the purpose of genetic selection, on which ultimately depend the maintenance and expansion of agricultural production. In addition, as yet unknown plants, animals or micro-organisms are capable of providing mankind with products or of rendering it important services, as is shown by a large number of recent discoveries.

Efforts will be directed not only at the protection of landscapes or remarkable living beings, but also at the protection of entire ecosystems, balanced man-made landscapes and certain ecological and evolutive processes. This work will be conducted mainly through the development of a worldwide network of biosphere reserves containing representative samples of the world's principal ecosystems.

A geologist's hammer has been adopted as the "trademark" of the *International Geological Correlation Programme* (IGCP), a major scientific venture, undertaken jointly by Unesco and the International Union for Geological Sciences (IUGS), devoted to the study of the earth's crust and its mineral and energy resources. Projects undertaken by the IGCP range from the study of geochronology to prospecting for economic mineral deposits and the processing of geological data.

XI. Culture and the future

THE assertion of identity is inseparable from the store set by a heritage: examples of art and architecture, but also signs and symbols handed down through oral traditions, literature and languages, handicrafts and folklore, music and dances, beliefs and myths, rites and games.

Many kinds of problem arise regarding the conservation and development of the monuments and the art inherited by peoples: technical and financial, archaeological and historical, socio-cultural, museological and legal. Some of them are pyschological, primarily those caused by the indifference of populations, even though a conservation movement has undoubtedly developed during the last twenty years, thanks to the international campaigns for the safeguarding of outstanding monuments launched by Unesco.

In the case of countries dispossessed under colonial rule of the works of art and monuments which were the most symbolic of their identity, and in which the illicit traffic in cultural property is most prevalent, the problem of safeguarding is also the problem of restitution.

Efforts to introduce on a general basis the conduct and coordination of surveys and the collecting and recording of oral, musical and gestual traditions, are still of a sporadic and dispersed nature.

Culture as an industry

In this respect attention should be drawn to both the potential uses and the risks involved in the development of the cultural industries, which have profoundly changed living conditions and ▶

In co-operation with the United Nations Development Programme (UNDP), Unesco created in 1980 at Niamey (Republic of Niger) a Regional Training Centre for museum specialists from French-speaking African countries. Six-month courses are scheduled to be held at the Centre until 1986. They will cover museum administration and management, the preservation of the cultural and natural heritage, African archaeology and prehistory, ethnomusicology, photography and display techniques, taxidermy and conservation. Left, an anthropomorphic harp from the Central African Republic.

Photo © Musée de l'Homme, Paris

▶ the climate of cultural expression in many countries. These industries provide the possibility of considerably broadening the fields of knowledge and the scope of man's imagination: they can substantially increase the opportunities for contact with outstanding cultural works and play an increasingly significant part in encounters between cultures and their mutual enrichment. Nonetheless, they sometimes appear to set their seal on a pattern of "consumption" of culture which does not always foster personal, enriching contact with creative works. Thus there is a visible deterioration in cultural practices, leading to a kind of "cultural escapism" based on inactivity and a rejection of reality.

The very nature of these industries makes them promote products which are the easiest to distribute and which have often been denounced for their standardization, not to say their mediocrity. This can lead to the erosion of cultural values, within a society or throughout the world.

The impact of the cultural industries will be considerably increased with the advent in the near future of cultural communication satellites.

The crucial question for each country will therefore probably be not to limit the influence of foreign products, but to acquire its own cultural industries which will be based on the cultural values of the community, encourage the creative participation of individuals and groups in the life of the community, and enable national artists to gain access to commercial production and dissemination facilities.

The cultural heritage

The cultural heritage, and especially its architectural component, is at present exposed to serious risk of damage owing to the effects of urbanization and industrialization, air pollution, some types of climate and certain kinds of tourism. Furthermore, the illicit traffic in cultural property is constantly impoverishing the heritage of all peoples, thus compounding the losses incurred by many countries in the past under colonial or foreign occupation.

The objectives of the proposed programme are first of all to get to know, i.e. to draw up inventories of, the various components of the heritage, especially non-physical elements such as oral traditions and languages, beliefs and myths, dance and music. An equally urgent objective is that of protecting the components of the cultural heritage: the drafting of appropriate legislation, the adoption of international protective instruments in fields not already covered and, above all, their implementation at national level, and the continuation of operational activities to safeguard and enhance historic monuments, groups of buildings and sites. All of these are vitally important tasks.

The principles of action to be applied in carrying out this programme are as follows: improved facilities for taking rapid action to counter threats such as war or natural disasters that may have irremediable effects on the heritage; the protection of the cultural heritage of mankind calls for a universal effort to combat the illicit traffic in works of art and archaeological objects; each people which so desires must be given the opportunity to reconstitute the irreplaceable components of its cultural heritage.

Identity and inter-cultural contacts

Far from having to turn in on themselves, cultures need each other. At both the national and international levels, a community that is firmly rooted in its own authenticity helps, through exchange, to strengthen and diversify that larger community created by co-operation. Increased co-operation in turn makes it possible to preserve the diversity of cultures which is necessary for human progress. But one condition has to be fulfilled: co-operation must take the form of relationships based on recognition of the equal worth of cultures.

In this connexion, priority should be given to the following objectives: the rejection of ethnocentrism, the recognition of cultural pluralism within and beyond national frontiers, and the discovery and appreciation of cultures of other groups or other societies.

A major problem is that of the relationship between culture and industrial development in general: data processing, infor-

Unesco encourages the return of works of art removed from their countries of origin. Right, the Afo-A-Kom, a sacred throne figure of the Kom people of Cameroon which was stolen and later sold in the United States. It was subsequently purchased by the Museum of African Art in Washington DC, with financial support from US collectors, specifically for return to the United Republic of Cameroon. Far right, mannequin adorned with ritual objects which were smuggled out of Ecuador.

Photo © Museum of African Art, Frederick Douglass Institute, Washington, DC

Unesco is preparing to launch an international campaign for the safeguard of Göreme in Cappadocia (Turkey) and for the preservation of the historic quarters of Istanbul, including the area known as the Golden Horn, which are threatened by modern urban development. Göreme (right) which began to be settled in the 5th-6th centuries, is a unique site where churches, shrines and dwellings decorated with Byzantine frescoes were hollowed out of the rock.

Photo Else Madelon Hooykaas © Rapho, Paris

mation technology, robotics, office automation, genetic engineering. The interactions between pre-industrial and industrial cultures may be negative, but compatibilities between them may emerge under certain conditions.

Creation and creativity

Creativity, which represents the ability of groups and individuals, or even whole societies, to discover, invent or reinvent all the forms of expression related to their own universe is a vital aspect of individual and group involvement in the creation of their own culture.

Certain forms of creation seem to be on the decline, particularly in the developing countries, owing to the weakening of

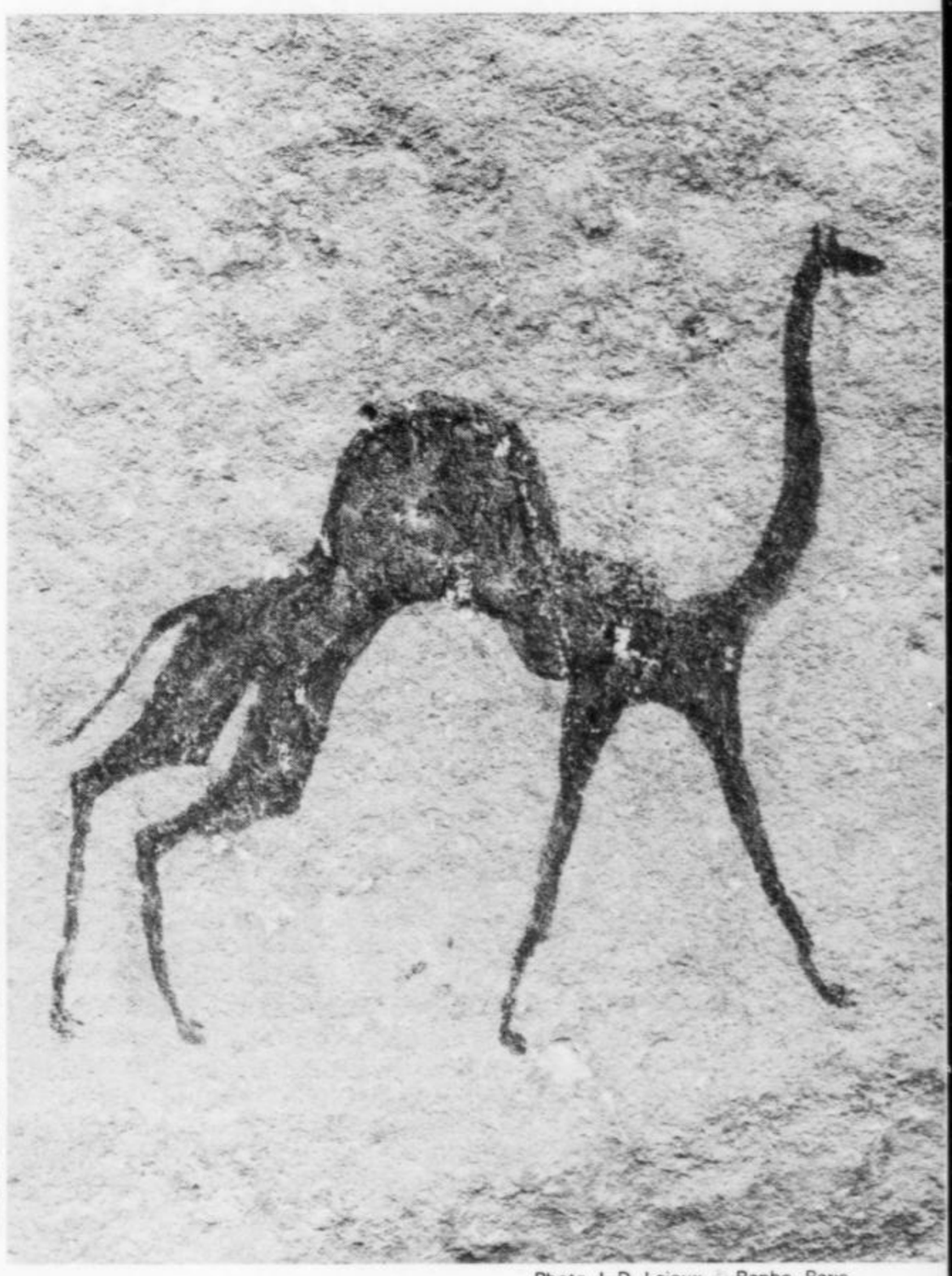


Photo J.-D. Lajoux © Rapho, Paris

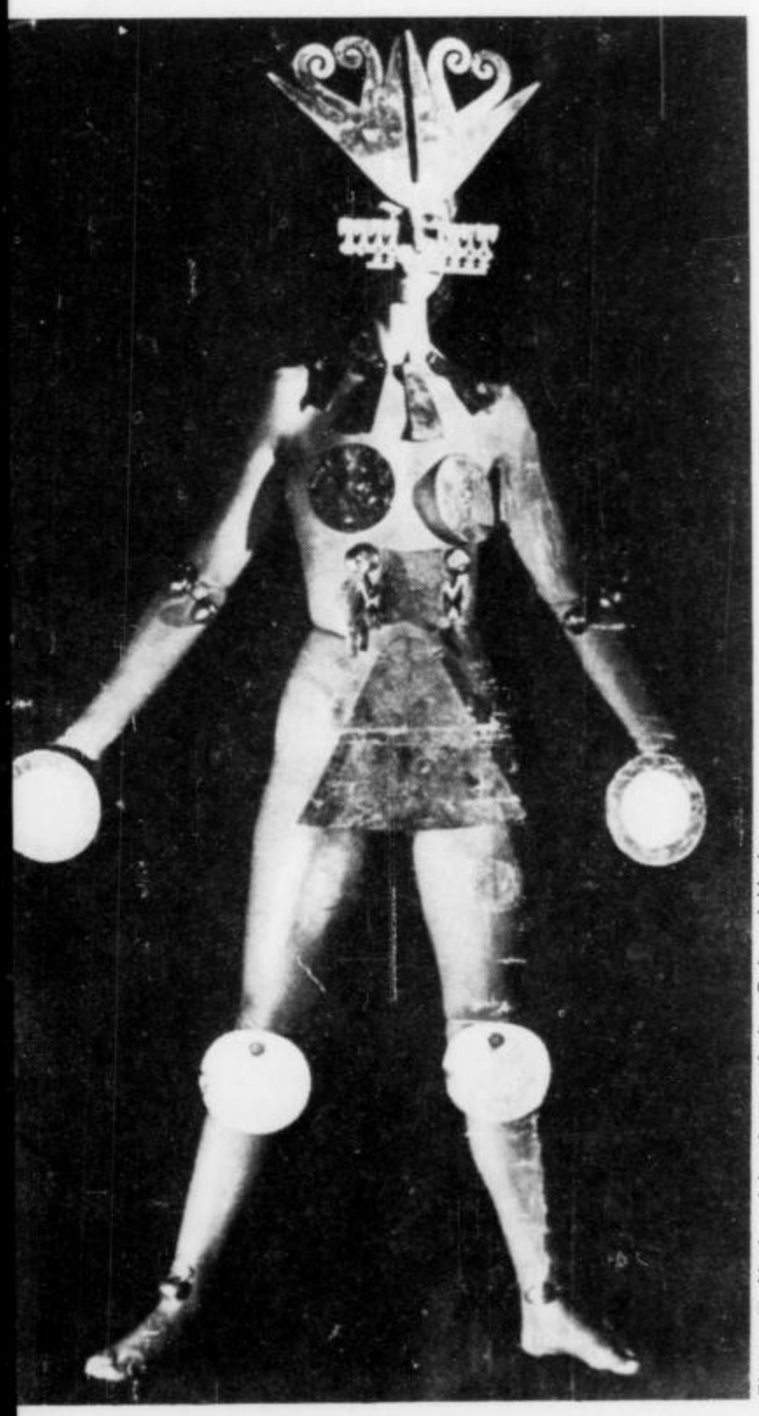


Photo © National Institute of the Cultural Heritage, Quito

The world's common heritage of rock art is rapidly deteriorating under the combined onslaught of public works, pollution and vandalism. Unesco has therefore launched a new programme which aims to create a world inventory of rock art sites, to protect such sites, and to promote the development of archaeological parks and ecomuseums around them. Right, rock painting at Tassili N'Ajjer (central Sahara) depicts a dromedary.

their ties with certain functions of social life. In the industrialized countries, other forms of creation are also in a state of crisis because of competition from the audio-visual media. In the field of literature, music, and sometimes the visual arts, consumer products are distributed on a massive scale at the expense of more difficult works.

Certain aspects of aesthetic and intellectual creativity are likewise undergoing erosion or even being undermined. Leisure time in the industrialized countries, although increasing, is usually devoted to passive cultural consumption. In the ▶

▶ developing countries, alongside some remarkable forms of creative expression, a certain loss of confidence in local values as against imported forms can also be observed. A society which loses its creativity, however, becomes weakened in general.

In order to act in these fields, first of all freedom of creation, expression and dissemination should be established in the various social and cultural contexts as a principle preceding any action in support of creation and creativity. It will then be necessary to facilitate relations between creative artists and the society in which they live through all available means.

Cultural development

Development cannot be limited to economics alone but implies that the goals of growth must also be defined in terms of cultural improvement.

This view of development, less energy-consuming, more respectful of the environment and more concerned for community life and conviviality, has begun to be accepted by the developing as well as by the industrialized countries.

The objectives are to obtain a better understanding of the concrete significance of considering culture a dimension, and even the foundation, of economic and social development; to study the discrepancies between individual and group cultural practices (often different from their underlying aspirations) and the cultural policies applied; to enable all countries to obtain the instruments necessary for cultural development and to assist them in adapting the latter to the different political and social contexts; to train the appropriate personnel, particularly needed in many countries, making sure they have multi-purpose qualifications, know the cultural needs of each population and maintain relations with the other agents of development; and to contribute to the strengthening of international cultural co-operation, thereby helping to bring peoples closer together and promoting the building of peace.

XII. Prejudices, intolerance, racism, apartheid

IN spite of the progress that has been made in the last thirty years, racism continues to flourish, ethnic conflicts are on the increase, and intolerance and prejudice have even gained ground, notwithstanding the fact that all States, with the exception of the Republic of South Africa, have publicly undertaken to end all forms of discrimination.

Racism

In those countries where groups, often defined as "races", have for historical reasons been discriminated against, inequalities persist at nearly all levels. Education systems, even where they are theoretically open to all, in fact often perpetuate long-standing inequalities between racial or ethnic groups, as is shown by the fact that the percentage of children completing secondary education varies for different groups, and by data on the ethnic origin of the vast majority of students in certain disciplines in higher education. Mention must also be made of the selection process, which often influences the professional prospects and the social position of candidates having the same educational background and qualifications, and operates to the detriment of certain groups. The effects of obstacles resulting from belonging to a particular "racial" or ethnic group are particularly apparent in the crucial areas of science and technology and in the matter of access to positions of responsibility. Thus, if the members of certain groups are confined to particular sectors of the economy or are relegated to performing more menial jobs, "race" or membership of an ethnic group may come to coincide to some extent with class.

Situations of this kind are likely to lead to conflicts with the dominant population on the one hand and subsidiary conflicts between ethnic groups on the other.

While internal migration continues as a result of the scientific and technical revolution, an increasing number of countries are now using migrant workers.

More and more frequently, however, immigrants are not only recruited to replace local workers in those sectors of the economy where the latter no longer wish to work, but are also in some cases employed as agricultural labour, concentrated in sectors which are subject to specific discriminatory legislation. Where the immigrants are from former colonies or dependent territories, stereotypes associated with colonialism may continue or be reactivated.

While situations of this kind occur mainly in the highly industrialized countries, the use of immigrant labour in certain sectors of the economy in some countries which are now in the process of industrialization—something quite separate from the recruitment of highly skilled or trained employees—may also lead to difficult problems in "racial" and ethnic relations.

Ethnic or economic conflicts and religious intolerance

Although problems of a "racial" or ethnic nature are more noticeable in urban settings, they are by no means unknown in rural areas. An extreme case is that which arises with the convergence, in certain areas, of extreme poverty, land shortage and racial divisions. A frequent result of such a situation, which may be a consequence of past conquest, is that certain groups are relegated to the poorest agricultural areas or are concentrated in the plantation sectors where there is a considerable need for seasonal labour.

The existence of so-called "racial" groups and ethnic groups is nevertheless a cultural fact resulting from language, religion, common historical experience and shared cultural values and forms of expression. Culture is also often the vehicle through which prejudices are transmitted, ideas of dominance take shape and resistance to injustice and inequality is forged.

In those countries where many languages are used, factors that are primarily economic—especially in the case of the poorer countries—preclude the equal use of all of them in education, administration and the media; furthermore, the requirements of nationwide communication may make it necessary to use, at this level, only one or a few languages. A so-called common language may however be imposed as part of the apparatus of domination, as a symbol of conquest, or to institute a *de facto* "racial" or ethnic discrimination where none is officially recognized. Some ethnic conflicts may thus be expressed in terms of language.

As far as religions are concerned, although it is true that they are inseparably linked with the highest spiritual and cultural values of every society, it is no less true that religion may be the cause and justification of certain kinds of exclusion. Different religious affiliations may then be a cause of division between groups or be a contributing factor in certain social conflicts, despite the fact that these same religions preach tolerance.

Opposition to colonial systems has often united many groups in their struggle for independence and freedom. But the way in which the occupation was carried out, the inequality of access

to education, the methods of recruitment to the civil service and of allocating land or settling disputes occasionally caused conflict between different ethnic groups.

The media and textbooks as vehicles of prejudice

While certain aspects of culture may be vehicles for the transmission of prejudice, it is increasingly through the media that the general public gains a knowledge of other countries and of racial and ethnic groups. Even where it is not racist, the manner of presentation of news may nevertheless keep prejudice alive by laying emphasis, for example, on crime associated with particular ethnic or cultural groups. Articles on social questions may involve negative stereotyping. Immigration may be presented in such a way as to make one think that it is illegal or in need of regulation. Cultural differences may be presented in a twisted or negative way.

The influence of the media is often accentuated by that of school textbooks. Although these may be free of explicit racism and even proclaim the equality of all peoples, they nevertheless tend frequently to describe historical events, industrial development and cultural achievements without adequate explanation or simply in an unbalanced way. While some particularly flagrant errors have been rectified, the stereotypes are still there and are accepted all the more readily because the bias is not perceived. "Aggressive nationalism" does not always identify itself in clear terms. The way in which historical events are selected may suggest the existence of intrinsic superiority or immutable differences.

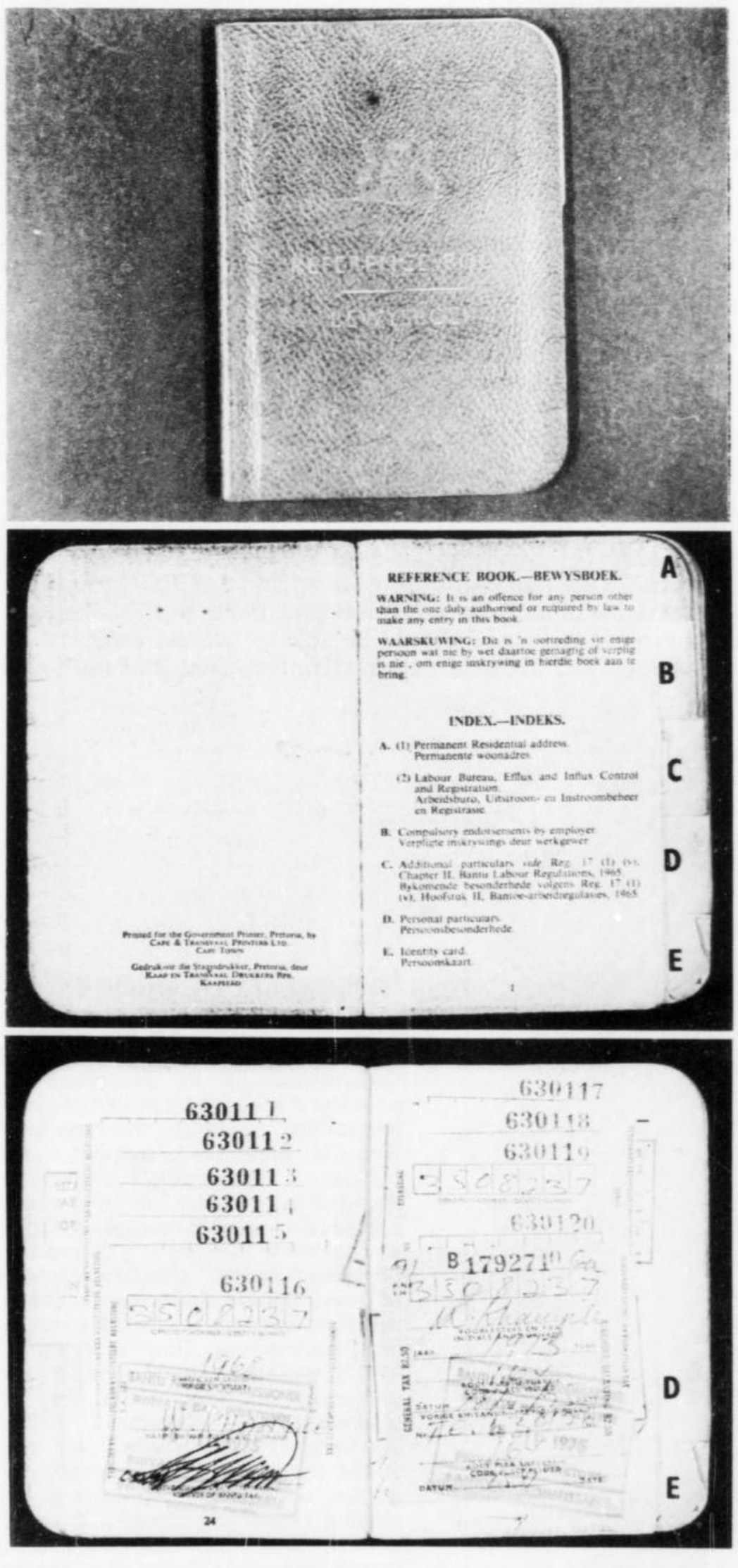
The gravity and scale of these problems make it essential for Unesco to mobilize its own forces and those of peoples everywhere in the struggle against apartheid, racism and discrimination, prejudice and intolerance. The first step should be to analyse and expose the mechanisms of these phenomena. Without prejudice to the role of governments and the political decisions they must take in order to effect structural change, Unesco's mandate lies essentially in the area of those social institutions which are tainted by discrimination. Special emphasis will be placed on the problems of access to education, science (including the social sciences), culture and values that sustain prejudice, intolerance and racism.

Against apartheid

Increased attention will be paid to the question of apartheid, which will be the subject of a special programme. Studies based on a structural analysis will be undertaken to expose the methods used to ensure for the South African economy the benefit of a virtually unlimited pool of labour that can be exploited at low cost; to throw light on the specific mechanisms whereby the tensions that exist in other societies are exploited and magnified in the Republic of South Africa in the service of a racist policy; to demonstrate the way in which spurious "culturist" ideologies are used to justify the presentation of apartheid as "separate development"; and to unmask the deliberate use of language as an instrument of division.

More generally, this major programme will involve both consideration of the meaning of tolerance in the context of widely differing social situations, historical experiences and cultural and philosophical traditions and research activities centred on the nature of prejudice and its modes of transmission and on the aetiology and social implications of discrimination, prejudice and intolerance—this reflection and research to be conducted in such a manner as to provide guidance and information for action.

In addition to their publication in a form accessible to the public at large and to their circulation among journalists, educators, etc., steps will be taken to incorporate the results of this works in teacher-training courses, and in education at all levels.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The inhuman policy of apartheid is the foundation of South Africa's political and economic system. An essential element in the enforcement of apartheid is the system of passes, or "reference books", which Africans, women as well as men, have to carry at all times and show on demand to the police. A black South African who enters a "white" area without a pass faces prosecution and imprisonment. Above, cover and some of the inside pages of a "reference book".

Photos © International Defence and Aid Fund, London

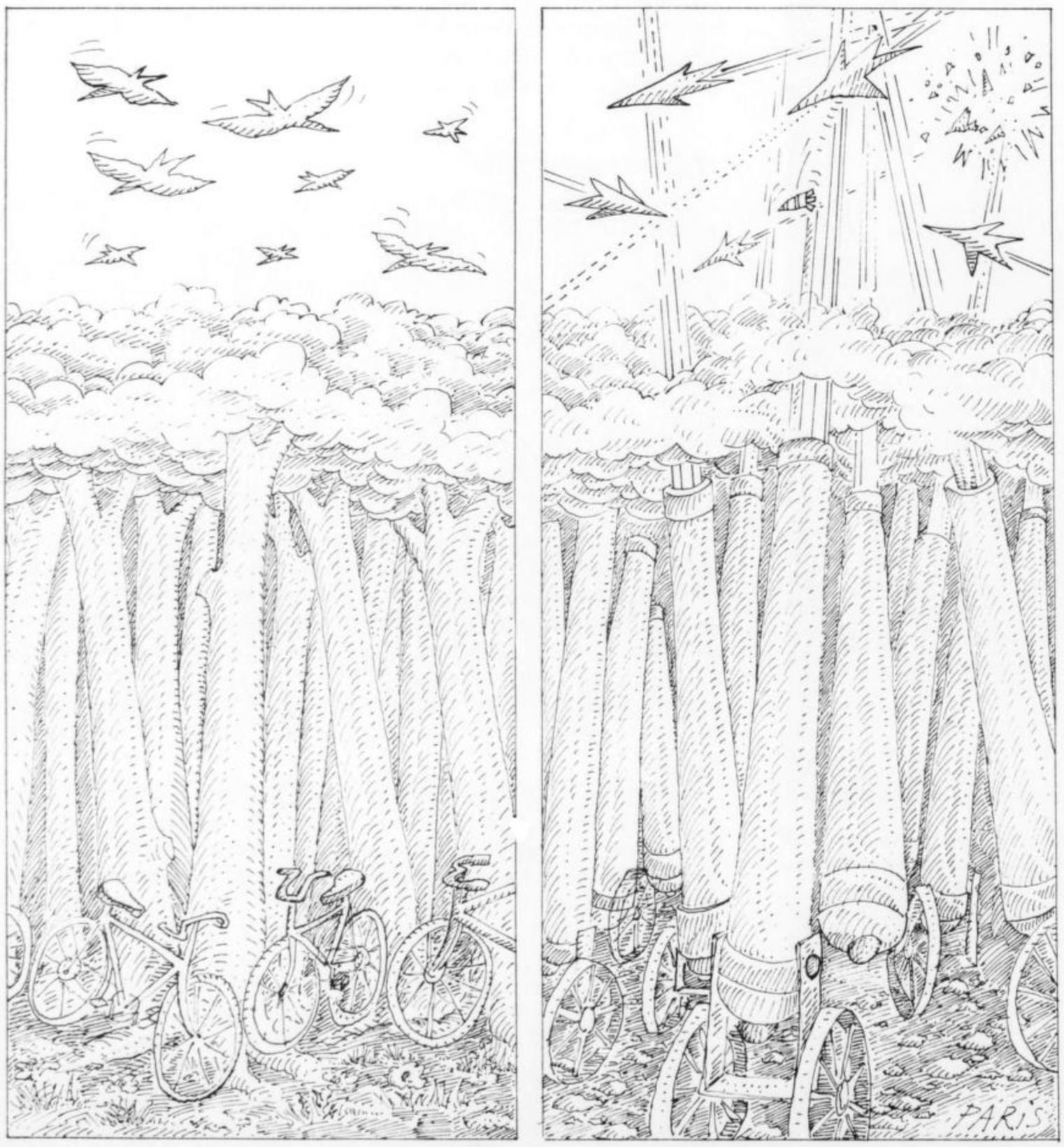
XIII. Peace, international understanding, human rights and the rights of peoples

THE arms race is a major threat to peace, and constitutes an enormous waste of human and material resources: a million dollars are spent every minute on arms and some 500,000 scientists are currently engaged in military research throughout the world.

The arms race gives structure to systems of alliances and perpetuates relationships of domination. The States which sell arms also derive substantial economic benefits in that their defence systems cost them less thanks to their large-scale arms production. These States refine their technologies through the intermediary of the "laboratories" provided by battlefields.

Peace is incompatible with malnutrition, extreme poverty and the refusal of the rights of peoples to self-determination. Disregard for the rights of individuals and peoples, the persistence of inequitable international economic structures, interference in the internal affairs of other States, foreign occupation and apartheid are always real or potential sources of armed conflict and international crisis. The only lasting peace is a just peace based on respect for human rights. But it must be recognized that human rights and the rights of peoples are continually being violated. The worst of all the typical forms of violation of human rights is torture; its very widespread practice is a flagrant repudiation of human dignity.

Effective respect for human rights is one of the basic concerns of Unesco, which attaches great importance to the connexion between the rights of the individual and the rights of peoples. Respect for the dignity of the human person is inseparable from respect for the freedom of peoples and respect for the equality of the rights of nations. While it is essential that the individuals and groups concerned should be able to become aware of all their rights and to exercise them effectively, the State must also



In search of peace

Article I of Unesco's Constitution proclaims that "the purpose of the Organization is to contribute to peace and security by promoting collaboration among the nations through education, science and culture...". Accordingly Unesco is doing all in its power "to bring about a gradual change in mental attitudes so that more thought is given to the pursuit of peace" (Amadou-Mahtar M'Bow). Recent Unesco activities in this field include: a World Congress on Disarmament Education (Paris, 1980); regional training seminars for university teachers in the field of disarmament (Caracas 1981, Djarkarta 1982); studies on the social, economic and cultural effects of the arms race; publications including a reader on armaments, arms control and disarmament (1981), handbooks, and a series of works on "New Challenges to International Law".

Drawing André Paris. Photo © André Paris, Fontenouille, France

assume the great responsibilities which fall to it to guarantee the exercise of individual rights, whether civil and political or economic, social and cultural.

To express the idea of a "right to peace" for nations, peoples and individuals, is to evoke not only a basic requirement of survival and security, but also the legitimate aspiration of any national community to participate fully and freely on equal terms in the concert of nations and the building of a more satisfactory world order.

Lastly, the recognition of the right of each people to the preservation and full development of its personality and to a determination of its future has contributed to a unanimous awareness of the vital importance of the cultural dimensions of the collective identity. The right of the individual to free access and unhindered participation in the culture of his choice cannot be called in question. However, the idea has taken root that the right of peoples to the preservation, assertion and development of their own culture, considered as a living and developing culture, occupies an important place in the list of human rights and the conditions necessary for peace.

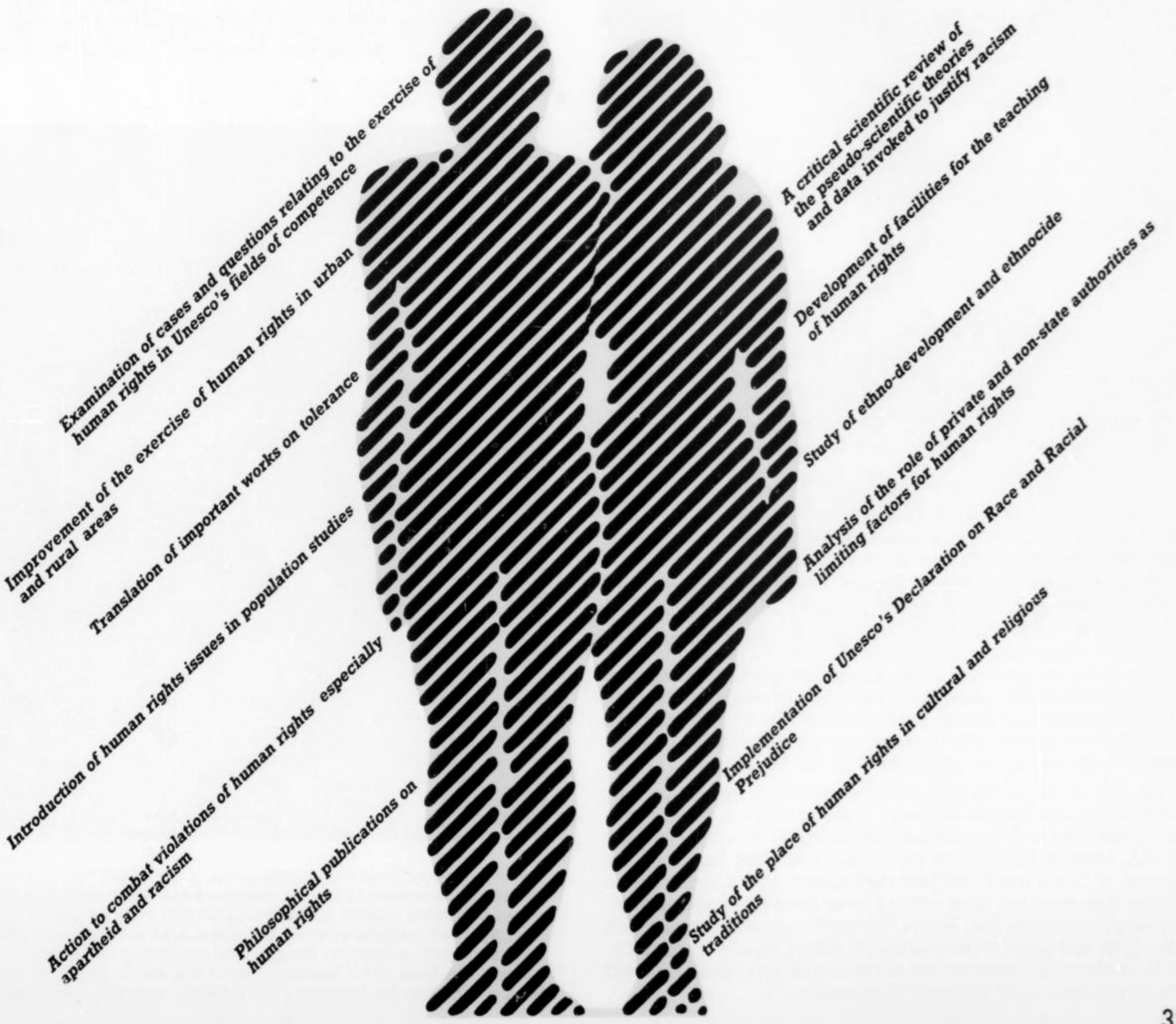
From this standpoint, three plans may be distinguished: for research and study in the field of social sciences and philosophy; for standard-setting; and for education and information.

Whether the issue is human rights or peace, the emphasis should be on reflection and research in a global and historical perspective, bringing out, in particular, the role that education, science, culture and communication can play or have played in the past. It is for philosophical reflection to shed light on the relationship between different systems of values and the exigencies of peace and of respect for human rights.

Ignorance concerning human rights is still widespread. By virtue of its vocation, Unesco should pursue its educational mission in this area with ever-increasing vigour. In addition, the media should be encouraged to balance their presentation of the results of research carried out in this field in different parts of the world, so as to promote access to knowledge concerning peace and human rights in a spirit of international understanding.

The promotion of peace and international understanding, the attainment of freedom by peoples and the realization of human rights are the tasks of a strategy which must be devised as a coherent whole, for the objectives to be pursued are interdependent and mutually complementary. The struggle for peace and human rights must be waged at all levels and in response to the challenges of all specific situations.

HUMAN RIGHTS
SOME LINES OF UNESCO ACTION


Examination of cases and questions relating to the exercise of human rights in Unesco's fields of competence
Improvement of the exercise of human rights in urban and rural areas
Translation of important works on tolerance
Human rights issues in population studies
Introduction of human rights especially
Action to combat violations of human rights apartheid and racism
Philosophical publications on human rights
A critical scientific review of the pseudo-scientific theories and data invoked to justify racism
Development of facilities for the teaching of human rights
Study of ethno-development and ethnocide
Analysis of the role of private and non-state authorities as limiting factors for human rights
Implementation of Unesco's Declaration on Race and Racial Prejudice
Study of the place of human rights in cultural and religious traditions

Drawing Louis Briat © *Unesco Courrier*

XIV. The status of women

WOMEN represent 50 per cent of the world adult population and one-third of the official labour force, but they perform nearly two-thirds of all working hours, receive only one-tenth of the world income and own less than 1 per cent of world property. Much of the work women do is not officially recognized, and consequently does not entitle them to any remuneration, respect or rights usually associated with work.

A source of cheap labour

Concealment of the real economic value of the daily tasks that women perform in the home accounts for the belittlement of this so-called "women's work", regarded not as work but as a duty inherent in the natural function of women.

Moreover, despite anti-discriminatory legislation, in practice bias often persists in recruitment or wage policies, owing to the stereotyped attitudes of employers who, for equal qualifications, prefer to reserve the best-paid positions for men. In a period of crisis, the image of women as "job-stealers" re-emerges with all its force. Current economic difficulties have been instrumental in reviving the ideology of "a woman's place is in the home", which is hardly likely to speed progress towards equal opportunity.

The situation of women in the labour force is connected partly with their education and qualifications, which are generally inferior to men's. The most serious problem is undoubtedly illiteracy among women. From world figures available for 1980 it is projected that the number of illiterate women will reach an estimated 539 million by 1990.

Out of the jobs that really matter

It should also be noted that in a great many countries women have not yet succeeded as effectively as men in taking advantage of the education that they have received in order to gain equivalent economic, social or political power. Socio-cultural behaviour, whether family attitudes or tendencies encouraged by the school system, inclines girls more often towards literary studies rather than training in science and technology. On the whole, there are very few women at levels and in branches of education leading to the upper echelons of the civil service. Everything seems to suggest that women may have access to culture and prestige, but not to power.

The difficulties women encounter in attaining positions of responsibility strongly emphasize the fact that equality is basically a political problem, and that it is related to the balance of power. The participation, or rather non-participation, of women in political life is a fundamental part of the problems surrounding the status of women.

Education can play a decisive part in making women aware of their own aspirations, their real potential and their rights. To that end, it remains necessary to revise textbooks and educational materials so as to rid them of all forms of discrimination; to examine, in the same light, the processes of filtering and orientation that take place at various levels of education; to take specific measures to change the traditional attitudes of boys and men towards women and to encourage a redistribution of roles between the two sexes, particularly in the home.

As far as the media and cultural industries are concerned, women are represented far more often as objects than as subjects, and have little opportunity to convey their own view of the world, their interpretation of reality, and their image of the future. It is a remarkable fact that almost all scenarios of the future that have yet been devised have been the work of men. Do they, in the long run, accept the man-made universe in which they live, and confine themselves to seeking equality with men, or have they a different vision of the world, one which they will try to get their male partners to accept?

"Women's problems"— problems of society at large

All too often, again, action undertaken on behalf of women has been of a piecemeal and fragmentary nature: literacy campaigns, improvement of household and agricultural know-how, access to technical and vocational training, etc., geared to particular aspects of the status of women but not integrated into a comprehensive view of society, its organization and its modes of operation. The crippling restrictions which weigh on women are hardly likely to disappear so long as they are regarded as "women's problems" and not as global problems of concern to society as a whole, so long as any action on behalf of women is not preceded by the launching of activities designed to inform the entire community and arouse its awareness.

For the whole of society must be involved. The achievement of equality between the sexes does not merely mean enabling women to attain the same status as men in order to fit into a world fashioned according to the interests and dreams of men alone. It means starting a decisive process of transformation of the relationships between men and women in order to arrive at a genuine redefinition of their respective roles.

Hitherto the international community has all too often deprived itself of their contribution and their vision in the task it was pursuing, by trying to build the unity of the human race on the basis of a single model and an implicit reference: the male. Sustained efforts must now be made to eradicate the masculine bias from the very concepts of universal knowledge.

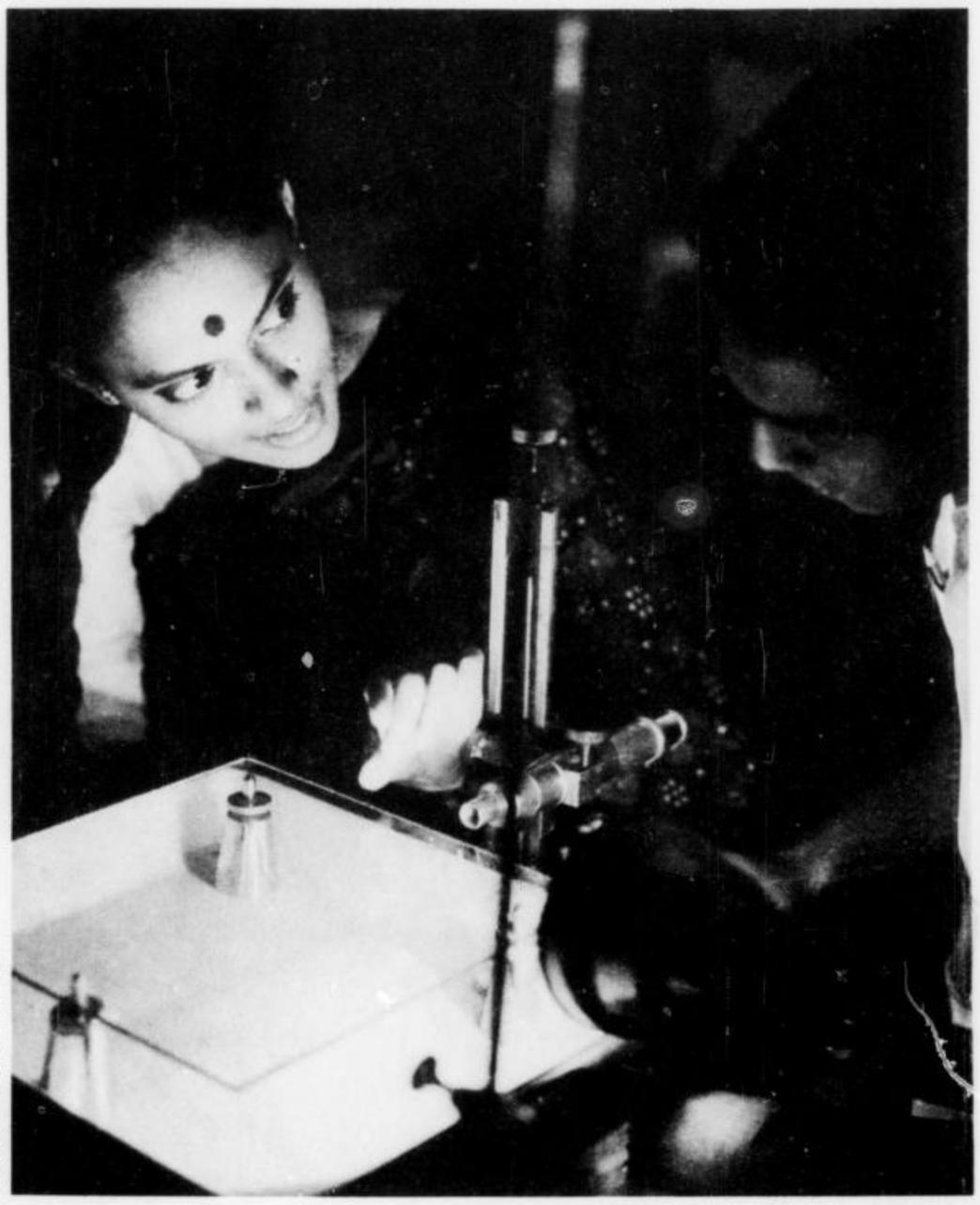


Photo © Almasy, Paris

Unesco is increasingly involved in the search for solutions to the major problems related to women's status in the modern world, notably their participation in development, the improvement of their economic situation, literacy and education. Unesco's action follows the lines of its participation in the activities of the United Nations Decade for Women (1975-1985): equality, development

Giving all women access to education, reducing female illiteracy and encouraging greater participation of women in the development process are among the aims of Unesco's major programme on the status of women. With these aims in mind, Unesco collaborates in the organization throughout the world of regional studies on equality of educational opportunities for women and training courses for those responsible for the education of women in rural areas. Left, a Mexican woman sets off to market.

Photo Silvester © Rapho, Paris

It is clearly for women themselves to define their problems and to identify the solutions that appear most relevant. Hence any action undertaken by Unesco to help in improving the status of women must be devised and launched in close co-operation with governmental and non-governmental organizations of women and with the institutions set up at the national, regional and international level. Special efforts will be made to assist women's movements and organizations in strengthening their activities and in mobilizing greater numbers of women from all walks of life. Broadly speaking, Unesco wishes to integrate the female dimension into the whole range of programmes and activities contemplated under the second Medium-Term Plan.

Effectively to put into practice in the world of today the need for the solidarity of mankind, evoked by the founders of the Organization, is a possibility now within our grasp, for events in recent years have brought about the existence of a vast worldwide human community; it is also an overriding necessity, dictated by the perils with which we are threatened. If the frail craft of mankind is to be prevented from drifting towards a future beyond anyone's control, the only course is that which leads to the emergence of a world community which will be united and reconciled with itself, in a spirit of mutual tolerance, justice and peace.

Among its other activities on behalf of women, Unesco seeks to strengthen the role of women in national liberation movements and to increase women's participation in national reconstruction in newly independent countries. Above, a young mother waves Zimbabwe's new flag on the first anniversary of the country's independence, achieved in 1980.

Photo James Stanfield © National Geographic Society, Washington, DC

Photo Phelps © Rapho, Paris

and peace. But Unesco is also working towards an overall redefinition of the roles of men and women in the context of the problems facing contemporary societies. Left, a young Indian woman teacher at Bombay's higher technical school. Right, a young European father does the family ironing.

STOP PRESS... STOP PRESS... STOP PRESS... STOP P

AS this issue of the Unesco Courier *goes to press, the Fourth Extraordinary Session of the Unesco General Conference is drawing to a close. We are therefore unable to publish in full the speech of the Director-General, Mr. Amadou-Mahtar M'Bow, in reply to the general debate on the Organization's Medium-Term Plan for 1984-1989. However, we present below the salient points of the speech in which Mr. M'Bow summed up the general tenor of the Conference and replied to certain observations on the Plan made by delegates in the course of the debate.*

The overall structure of the Plan had won general approval, Mr. M'Bow declared, and the debate showed that the inclusion in the first part of the Plan of an analysis of major world problems had made it possible "better to understand the interrelationships between the different problems and thus to put them in perspective in an overall view of present-day reality".

It was apparent that, despite the diversity of situations and philosophical orientations, there existed hopes and fears which the delegates held in common. Thus there was "the possibility of a consensus going beyond the divisions of North and South, East and West, which would unite the international community in a shared understanding of a certain number of critical issues". The Director General emphasized that the debate had been dominated by a sense of urgency to seek solutions "which must be called, in the fullest and widest sense of the term, cultural responses".

The major programme on Reflections on World Problems and Future-oriented Studies *"constituted one of the essential tasks of Unesco's intellectual and ethical calling". The programme, resolutely innovative as far as points of view, interpretations and ideas were concerned, had to reflect the entire diversity of approaches which existed in all the world's regions, allow a better articulation between thought and action, and be carried out with the greatest objectivity.*

Turning to the communication issue, the Director-General declared that "a wide agreement had emerged on the general conception" which guides Unesco in this field. Emphasizing that the notion of communication is more "complex" than "ambiguous", Mr. M'Bow found that there was wide agreement on the diagnosis of the present situation, but this agreement did not mean that there were not many hesitations on the implementation of the solutions. Thus it was premature to begin preparing a declaration on the principles of a new world information and communication order, but necessary "to continue, to deepen and to enrich the dialogue so as to allow the progressive emergence of a certain number of principles—let us not call them standards—capable of guiding international action in this field".

The Director-General recalled that the concept of culture had been defined more and more precisely during recent years. He stressed the close links between development action and the understanding of local cultural situations. He was particularly concerned about the cultures of "small populations" whose languages were little known.

After referring to the question of The Status of Women, *Unesco's concern with which is reflected in all its programmes, and to the major programme on* Principles, Methods and Strategies of Action for Development, *the Director-General discussed delegates' observations on the major programme on* The Elimination of Prejudice, Intolerance, Racism and Apartheid. *The text of the Plan, he pointed out, "covers entirely the different forms of discrimination, intolerance and prejudice, whether they are ethnic, linguistic, cultural or religious in nature".*

With regard to the major programme on Peace, International Understanding, the Rights of Peoples and Human Rights, *the Director-General noted that "the vast majority of speakers expressed the conviction that more than ever today peace constituted the common aspiration of humanity". Unesco had always encouraged research at the highest intellectual level, reflecting the world panorama of concepts and theories on peace. Unesco would also continue to encourage education for disarmament and the dissemination of information on peace and disarmament to schools, universities and scientific circles, as well as to the general public.*

Turning, finally, to questions concerning priorities and programme concentration, the Director-General stressed that the planning methods adopted had enabled Member States to determine the priority fields and strategies of action for the period of the Plan. He noted that "the delegations had expressed themselves as favouring a growth of Unesco's activities", going towards their enrichment and not towards a selectivity which would neglect certain of their aspects. There was, indeed, sometimes a contradiction between the wish to extend the activities of the Organization and the tendency expressed from time to time not to increase its resources accordingly. The balance between action and reflection ought to be maintained; evaluation should not become an end in itself but rather a means to assist the Organization to act under the most appropriate conditions. ■

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